

Coordinating Board for Higher Education

Agenda of Meeting

**8:00 AM
Thursday
December 2, 2004**

**Windsor III
Holiday Inn Select Executive Center
Columbia**

Directions to Scruggs Student Center, Lincoln University (map enclosed):

From Highway 50 Westbound: Make a left onto Madison Street from Highway 50. At the first light, turn left on Dunklin. At the four-way stop, turn right on Lafayette Street. Lafayette Street will wind around Lincoln's sports fields. After the three-way stop sign, Chestnut will be the first street on the left. Turn left on Chestnut Street. The parking lot will be on the right at the top of the hill, just before Chestnut becomes a one-way street.

From Highway 50 Eastbound: Turn right onto Madison Street from Highway 50. At the first light, turn left on Dunklin. At the four-way stop, turn right on Lafayette Street. Lafayette Street will wind around Lincoln's sports fields. After the three-way stop sign, Chestnut will be the first street on the left. Turn left on Chestnut Street. The parking lot will be on the right at the top of the hill, just before Chestnut becomes a one-way street.

Directions to Holiday Inn Executive Center, 2200 I-70 Drive SW, Columbia:

For those attending the dinner at Lincoln University in Jefferson City:

Take US 50 West/US 63 North. US 63 will exit toward Columbia. Remain on US 63 North approximately 31 miles. Turn left onto Interstate 70 West, traveling approximately 4 miles. Take exit #124-Interstate 70 Dr. S.W. (Stadium Blvd.) The Holiday Inn Executive Center will be on the right.

For those traveling directly to Columbia from Interstate 70:

Take exit #124-Interstate 70 Dr. S.W. (Stadium Blvd.) The Holiday Inn Executive Center will be on the right.

COORDINATING BOARD FOR HIGHER EDUCATION

Lowell C. Kruse, Chair, St. Joseph

Dudley Grove, Secretary, St. Louis

Diana Bourisaw, St. Louis

Marie Carmichael, Springfield

Sandra D. Kauffman, Kansas City

Robert L. Langdon, Lexington

Kathryn F. Swan, Cape Girardeau

Earl Wilson, Jr., St. Louis

Mary Joan Wood, Cairo

TIME: 8:00 AM
Thursday
December 2, 2004

PLACE: Windsor III
Holiday Inn Select Executive Center
Columbia

**Coordinating Board for Higher Education
Schedule of Events
Holiday Inn Executive Center
Columbia, Missouri
December 1 and 2, 2004**

Monday, November 29

- | | |
|------------------------|---|
| 12:00 P.M. – 1:00 P.M. | Lunch with Freshmen Legislators
Hosted by Missouri Community College Association
Hearing Room 6, Capitol Building, Jefferson City |
| Immediately following | Missouri Community College Association Presidents/Chancellors
Council Meeting, MCCA Offices, 200 E. McCarty, Jefferson City |

Tuesday, November 30

- | | |
|-----------------------|---|
| 2:00 P.M. – 4:00 P.M. | Council on Public Higher Education meeting
First floor conference room, MDHE offices |
| 6:00 P.M. – 8:00 P.M. | Reception and Dinner with Freshmen Legislators
Hosted by CBHE and Council on Public Higher Education
Scruggs Student Center, Lincoln University, Jefferson City |

Wednesday, December 1

- | | |
|------------------------|---|
| 9:00 A.M. | Governor's Conference on Higher Education
(detailed conference schedule provided at registration table)
Holiday Inn Select Executive Center, Columbia |
| 12:00 P.M. – 2:00 P.M. | Governor's Awards for Excellence in Teaching and Performance
Excellence in Education Luncheon
Holiday Inn Select Executive Center, Columbia |
| 2:15 P.M. – 4:30 P.M. | Higher Education Summit
Holiday Inn Select Executive Center, Columbia |

Thursday, December 2

- | | |
|------------------------|--|
| 7:30 A.M. – 8:00 A.M. | Continental breakfast for board, staff, presidents/chancellors |
| 8:00 A.M. – 12:00 P.M. | CBHE Meeting, Windsor III
Holiday Inn Select Executive Center, Columbia |

**COORDINATING BOARD FOR HIGHER EDUCATION
PRESIDENTIAL ADVISORY COMMITTEE**

**Representatives by Statute
September 2004**

Public Four-year Colleges and Universities

Dr. Bobby Patton
President
Central Missouri State University
Administration 202
Warrensburg 64093

Dr. Henry Givens, Jr.
President
Harris-Stowe State College
3026 Laclede Avenue
St. Louis 63103

Dr. David B. Henson
President
Lincoln University
820 Chestnut
Jefferson City 65101

Dr. Julio Leon
President
Missouri Southern State University - Joplin
3950 East Newman Road
Joplin 64801

Dr. James Scanlon
President
Missouri Western State College
4525 Downs Drive
St. Joseph 64507

Dr. Dean Hubbard
President
Northwest Missouri State University
800 University Drive
Maryville 64468

Dr. Ken Dobbins (COPHE President)
President
Southeast Missouri State University
One University Plaza
Cape Girardeau 63701

Dr. John H. Keiser
President
Southwest Missouri State University
901 South National Avenue
Springfield 65802

Dr. Barbara Dixon
President
Truman State University
100 East Normal
Kirksville 63501

Dr. Elson Floyd
President
University of Missouri
321 University Hall
Columbia 65211

Dr. Brady Deaton
Chancellor
University of Missouri-Columbia
105 Jesse Hall
Columbia 65211

Dr. Martha Gilliland
Chancellor
University of Missouri-Kansas City
5100 Rockhill Road
Kansas City 64110

Dr. Gary Thomas
Chancellor
University of Missouri-Rolla
206 Parker Hall
Rolla 65401-0249

Dr. Thomas George
Chancellor
University of Missouri-St. Louis
8001 Natural Bridge Road
St. Louis 63121

Public Two-year Colleges

Dr. Steven Gates
Crowder College
601 Laclede Avenue
Neosho 64850

Dr. Karen Herzog
President
East Central College
P.O. Box 529
Union 63084

Mr. William McKenna
President
Jefferson College
1000 Viking Drive
Hillsboro 63050-1000

Dr. Wayne Giles
Chancellor
Metropolitan Community Colleges
3200 Broadway
Kansas City 64111

Dr. Terry Barnes
President
Mineral Area College
5270 Flat River Road
Park Hills 63601

Dr. Evelyn Jorgenson
President
Moberly Area Community College
101 College Avenue
Moberly 65270

Dr. James Gardner
Interim President
North Central Missouri College
1301 Main Street
Trenton 64683

Dr. Norman Myers
President
Ozarks Technical Community College
1417 North Jefferson
Springfield 65801

Dr. John McGuire
President
St. Charles County Community College
4601 Mid Rivers Mall Drive
St. Peters 63376

Dr. Henry Shannon
Chancellor
St. Louis Community College
300 South Broadway
St. Louis 63110

Dr. Marsha Drennon
President
State Fair Community College
3201 West 16th Street
Sedalia 65301-2199

Dr. John Cooper
President
Three Rivers Community College
Three Rivers Boulevard
Poplar Bluff 63901

Public Two-year Technical College

Dr. Donald Claycomb
President
Linn State Technical College
One Technology Drive
Linn 65051

Independent Four-year Colleges and Universities

Dr. Keith Lovin
President
Maryville University of St. Louis
13550 Conway Road
St. Louis 63131

Dr. Marianne Inman
President
Central Methodist College
Church Street
Fayette 65248

Dr. William L. Fox
President
Culver-Stockton College
One College Hill
Canton 63435-9989

Dr. Mark S. Wrighton
Chancellor
Washington University
One Brookings Drive
St. Louis 63130

Independent Two-year Colleges

Dr. Judy Robinson Rogers
President
Cotter College
1000 West Austin
Nevada 64772-1000

**CBHE Presidential Advisory Committee
Meeting Summary
October 14, 2004
Dr. Henry Shannon, Chair**

The CBHE Presidential Advisory Committee met at 9:00 a.m. on Thursday, October 14, 2004, in Pierson Auditorium at the University of Missouri – Kansas City in Kansas City, Missouri. Members (or their representatives) present were:

Marianne Inman (Central Methodist University)
Ann Pearce for Bobby Patton (Central Missouri State University)
Steven Gates (Crowder College)
Jon Bauer for Karen Herzog (East Central College)
Henry Givens, Jr. (Harris-Stowe State College)
Donald Claycomb (Linn State Technical College)
Wayne Giles (Metropolitan Community Colleges)
Terry Barnes (Mineral Area College)
Julio Leon (Missouri Southern State University - Joplin)
James Scanlon (Missouri Western State College)
Evelyn Jorgenson (Moberly Area Community College)
Cleo Samudzi for Dean Hubbard (Northwest Missouri State University)
Norman Myers (Ozarks Technical Community College)
John McGuire (St. Charles Community College)
Henry Shannon (St. Louis Community College)
Ken Dobbins (Southeast Missouri State University)
John Keiser (Southwest Missouri State University)
Barbara Dixon (Truman State University)
Pat Long for Martha Gilliland (University of Missouri – Kansas City)
Thomas George (University of Missouri - St. Louis)
Rose Windmiller for Mark Wrighton (Washington University)

Members absent from the meeting were:

Judy Rogers (Cottey College)
William Fox (Culver-Stockton College)
William McKenna (Jefferson College)
David Henson (Lincoln University)
James Gardner (North Central Missouri College)
John Cooper (Three Rivers Community College)
Marsha Drennon (State Fair Community College)
Keith Lovin (Maryville University of St. Louis)
Brady Deaton (University of Missouri - Columbia)
Gary Thomas (University of Missouri - Rolla)
Elson Floyd (University of Missouri System)

Members of the Coordinating Board present were:

Lowell C. Kruse, Chair
Dudley Grove, Secretary
Diana Bourisaw
Marie Carmichael
Sandra Kauffman
Robert Langdon
Kathryn Swan
Earl Wilson, Jr.

Also attending were:

Quentin Wilson, Commissioner of Higher Education
Trudy Baker, Administrative Assistant, Educational Policy, Planning, and Improvement Center
Becky Brennecke, Legislative Liaison
Scott Giles, Director, Missouri Student Loan Group
Donna Imhoff, Budget Analyst
Janelle Jaegers, Director, Administration
Joe Martin, Deputy Commissioner
Jim Matchefts, Assistant Commissioner and General Counsel
Susanne Medley, Director, Communication and Customer Assistance
Brenda Miner, Executive Assistant to the Commissioner
Greg Myles, Senior Associate for Early Awareness and Outreach
Dan Peterson, Director, Financial Assistance and Outreach
Teala Sipes, Research Associate, Educational Policy, Planning, and Improvement Center
Robert Stein, Associate Commissioner, Academic Affairs
Laura Vedenhaupt, Administrative Assistant for Academic Affairs
John Wittstruck, Director, Educational Policy, Planning, and Improvement Center

Welcome

Dr. Henry Shannon, chancellor, St. Louis Community College, called the meeting to order. Dr. Shannon introduced Dr. Pat Long, vice-chancellor Student Affairs, University of Missouri – Kansas City. Dr. Long welcomed everyone to the UMKC campus and offered tours of their new residence hall.

Dr. Shannon introduced chair Lowell Kruse, who assumed the role of chair of the Coordinating Board for Higher Education upon Mrs. Kauffman's recent resignation from her position when it was discovered that the CBHE by-laws do not permit the chair to be elected for more than two consecutive full terms. Chair Kruse commended Mrs. Sandra Kauffman for her service as chair of the Coordinating Board for Higher Education (CBHE) for the past 2 ½ years.

Commissioner Wilson expressed appreciation to Mrs. Kauffman, Dr. Henry Shannon, chair of the Presidential Advisory Committee; Dr. Keith Lovin, vice chair of the Presidential Advisory Committee; and Dr. Dean Hubbard, secretary of the Presidential Advisory Committee for their service in these positions. Commissioner Wilson recognized new officers of the Presidential Advisory Committee: Dr. James Scanlon, president, Missouri Western State College, as chair;

Dr. John McGuire, president, St. Charles Community College, as vice chair; and Dr. Marianne Inman, president, Central Methodist University, as secretary.

Commissioner Wilson introduced and welcomed two new presidents and a new chancellor to the Presidential Advisory Committee: Dr. Steven Gates, president, Crowder College; Dr. James Gardner, interim president, North Central Missouri College; and Dr. Brady Deaton, chancellor, University of Missouri – Columbia.

Higher Education FY 2006 Budget

Mr. Joe Martin provided an overview of the FY 2006 higher education budget request, which includes three components that will provide an additional \$25 million to two of the state administered need-based scholarships (\$8 million for the Charles Gallagher Student Assistance Program and \$17 million for the Missouri College Guarantee Program), and \$55 million in additional funding for Missouri's public higher education institutions.

Included in the budget proposal, is a request for \$17 million for performance funding initiatives. Long standing support exists for the concept of funding used to promote and acknowledge results. Performance-based funding components in the budget will help establish state priorities for improvement initiatives, while addressing unique institutional needs and helping to improve the performance of the institutions.

In addition, nearly \$38.5 million is requested for resource priorities and investment protection to help offset fixed, uncontrollable costs, such as information technology, supplies and services, and employee benefits incurred by all institutions.

The \$25 million recommendation for student financial aid will remain intact with the development of an alternative that is acceptable to the Coordinating Board for Higher Education, presidents and chancellors, and the General Assembly. There are valid concerns with the structure of the Missouri College Guarantee and the Charles Gallagher Student Assistance programs. Mr. Martin acknowledged that the Department of Higher Education is not in a position to propose new legislation this session since the Missouri Community College Association (MCCA)/Council on Public Higher Education (COPHE) steering committee has not completed its work or prepared to introduce legislation. The State Aid Program Improvement Team is focusing on the delivery of an enhanced or revised College Guarantee program and other state financial aid programs.

The department plans to continue working on initiatives to develop a new state need-based financial aid program. Mr. Martin stated that requesting additional funding for state student financial aid is a way to be on record that student financial aid is and should continue to be a priority. The Department of Higher Education is committed to working with presidents and chancellors as they move forward in the legislature and proceed with discussions in developing an alternative to the Missouri College Guarantee and Charles Gallagher Student Assistance programs should funding become available.

Dr. Ken Dobbins, president, Southeast Missouri State University and president of COPHE, speaking on behalf of COPHE, supports need-based financial aid. He presented an outline of the shortfall of the Missouri College Guarantee program – a flaw in the system for institutions with

lower fees. The outline is included in the minutes as Attachment A. The neediest students are not getting the necessary funds and institutions need incentives to maintain, as well as possible, the costs of instruction for their students. Dr. Dobbins welcomes the opportunity to work jointly with the eight-member MCCA/COPHE steering committee and across sectors to develop a new delivery program, striving to have legislation ready toward the end of session, to ensure funding is available in FY 2007.

Commissioner Wilson noted that it is a basic assumption that College Guarantee and the Gallagher programs are not adequately targeting the neediest students who are well-prepared. Contributing additional funds to the programs is counter-productive unless the programs are restructured. Basic guiding principles in developing the new programs include the following:

- Use a portion of the Missouri College Guarantee funds for community colleges.
- Make sure that the issue of financial aid is present in the pre-filing of legislation.
- Significant portions of the funds should be used as an incentive for eligible students to complete core curriculum.
- Financial aid should follow the students in their attendance at any higher education institutions and focus on Pell-eligible students as an appropriate starting point.
- This strategy provides the means to increase participation and completion rates.

The CBHE will revisit this issue at their December meeting and will comment on the final package before it is presented to the legislature.

Commissioner Wilson stated that a policy needs to be developed by November 15 with pre-filing occurring in December.

COPHE would like the CBHE to consider their request that, if decisions and priorities are to be made during this legislative session, they be prioritized as follows:

- Resource priorities and investment protection
- Need-based financial aid
- Performance funding

Mr. Martin stated that there is a 6.5 percent overall increase for institutional funding of \$55 million. Student financial aid requests of \$25 million would provide about 14,000 additional scholarships. Although the FY 2005 budget appears to be balanced at this time, budget constraints still remain for FY 2006.

Mr. Martin provided a brief description of the recommendations for public four-year institution operating appropriations, for Linn State Technical College, and for public community colleges, included in the board book behind Tabs A through D. Mr. Martin noted that the amounts recommended for public community colleges do not reflect the equity funding model that was adopted in September 2004, but the amounts would be adjusted to reflect the model for submission to the governor as the budget moves through the legislative process. Mr. Martin explained that the department's operating request includes an additional three FTE and continued phasing-out the Advantage Missouri program, which is included in Tab E of the board book.

Tab G of the board book provides a priority list based on public four-year institutions' and Linn State Technical College's requests for capital projects. This agenda item includes a

recommendation that the governor and General Assembly consider a bond issuance by the state for higher education capital projects. Staff and the institutions discussed whether or not limitations should be placed on the bond. Mr. Martin encouraged everyone to work together so benefits from potential capital funding may be realized.

Dr. Dobbins noted that it should be the goal of higher education to deliver financial aid to students regardless of whether they are attending public or independent institutions.

Dr. Wayne Giles, chancellor, Metropolitan Community Colleges, expressed concern that there were no capital request recommendations for community colleges. Commissioner Wilson noted that traditionally, capital projects have been funded through local taxing districts and were considered a local responsibility. Dr. Giles stated that community college capital appropriations requests in the past have required a local match and if a bond issue is proposed, the community colleges will likely make an effort to be included.

Dr. Shannon commended the CBHE for considering both sides of the situation – the needs of students concerning affordability and the fixed costs incurred by the institutions.

Report on Institutional Planning and Review Meetings

Commissioner Wilson stated that issues discussed with two- and four-year institutions during the review and planning sessions in August and September have been instrumental in the shift from compliance to performance investment. The meetings with the presidents, their staff, and staff from MDHE were very beneficial and informative for both sides. It is important to avoid inappropriate comparisons among institutions. Regionally there is much collaboration among two- and four-year institutions.

Higher education's challenge is to implement a financial aid restructuring and expansion system statewide and encourage institutional involvement in state goals, including expansion of need-based financial aid.

The Missouri Department of Higher Education's approach to success includes:

- A shift from compliance to performance,
- A move to performance excellence incorporating key outcomes and improvement processes,
- A shift from policy development to implementation, and
- Recognizing higher education as an investment for society's benefit.

The key result areas include:

- Participation
 - Need-based financial aid
 - Unprecedented levels of support for need-based financial aid
 - Impressive models around the state
 - Existing state programs not targeted to achieve increased participation, focusing on needy and well-prepared students
 - COPHE-MCCA partnership for increased participation
 - Need-based financial aid

- Transfer and articulation
- Regional partnerships between two- and four-year institutions
 - Higher Education Centers
- High drop-out rates of students taking remedial courses
- Preparation
 - Teacher quality initiatives
 - Coordination with community colleges
 - Value-added teacher education: gap between ACT scores and Praxis scores of teacher education graduates
 - Core Curriculum
 - Working with institutions to provide and encourage upper level math and science courses necessary to complete the core curriculum
 - Meeting the unique needs of first generation college students
 - Early awareness and outreach activities
 - Cooperation for results
 - Regional P-16 partnerships and outreach with K-12 institutions and students
- Performance Excellence
 - Efficient operations
 - Percentage of expenditures for instruction (Northwest Missouri State University, for example)
 - Quality planning and leadership
 - AQIP
 - Strategic planning – need to develop a means of self-assessment comparison to quality criteria
 - Alternative means of assessment and performance improvement
 - Measuring results
 - Widespread participation in RAND/CAE project to measure value-added learning
- Economic Development
 - Research and technology commercialization, especially the University of Missouri - Columbia
 - Workforce development needs identified and met, especially at community colleges
- State Funding
 - Need-based financial aid
 - Performance excellence funding
 - Resource priorities and investment protection funding

Commissioner Wilson noted that the institutions are contributing to the goals of the CBHE and to the whole of higher education in Missouri to achieve student success and economic growth

and it is important the legislature is made aware of these contributions so they will be supportive of the necessary funding.

Revised Approach to the Review of Existing Academic Programs

Dr. Dobbins expressed an interest in discussing the intent of MDHE in revising its approach to the review of existing academic programs. He asked for specific clarification about the use of a standardized reporting format and the suggestion that further evidence beyond written reports would be gathered. Dr. Dobbins pointed out that institutions already engage in extensive academic program reviews and expressed hope that the MDHE process would be integrated with internal reviews and accreditation reviews already occurring.

Commissioner Wilson stated that the use of a standardized format would provide a basis for common information on the major criteria associated with sound management of institutions. Discussion about existing academic program review should be integrated into the conversations that occur during meetings about institutional performance and processes.

Dr. Robert Stein noted that the staff has been meeting with a subcommittee to develop recommendations that will allow for flexibility across campuses. The draft guidelines are not intended to require a single approach to be used by each campus. While some campuses want to use external teams, others do not. In revising its guidelines for review of existing academic programs, the committee made distinctions between the kind and level of information a governing board would request and what the CBHE and the department expect. The level and type of information needed, when reviewing one program in depth across all campuses, differs considerably from what is needed when reviewing institutional processes associated with academic program review. While the board has in the past and may in the future engage in the review of one discipline in depth across all colleges and universities, this current policy work is about reviewing institutional processes associated with academic program review. Consequently, institutions rather than programs are used as the unit of analysis. The intent is to focus on processes as well as results to better understand how and why results are achieved. It is expected that reports would be issued and follow-up interaction between staff and institutions would take place on campuses with an emphasis on the processes used for high stakes and continuous improvement decisions.

Dr. Dobbins indicated that it will be important to engage chief academic officers fully in the development of new guidelines. Dr. Stein described the process underway with assurances that chief academic officers would review the work of the subcommittee and make any necessary changes prior to forwarding recommendations to COPHE, MCCA, and Linn State and then on to the Presidential Advisory Committee for review and comment prior to any board action.

Dr. Dobbins expressed appreciation for the clarifications provided.

Other Items

Dr. Shannon stated that although all the institutions are unique in themselves, their challenge is to collaborate and work together for the success of higher education in the state. Dr. Shannon commended Dr. Dobbins, president, COPHE and Ms. Carla Chance, president, MCCA, and their members for their recent collaborative discussions. Dr. Shannon also commended Dr. Henry

Givens, Jr., president, Harris-Stowe State College, and Dr. Thomas George, chancellor, University of Missouri - St. Louis, for their agreement to an on-line course in general studies at St. Louis Community College at Meramec.

Dr. Shannon commended Commissioner Wilson and MDHE staff for the work and the progress they have achieved during the two years the Commissioner has led the Department of Higher Education.

Dr. Dobbins expressed appreciation to the members of the steering committee, COPHE, and MCCA for their efforts in the progress that has been achieved. Ms. Chance recognized the members of the steering committee who have worked to increase participation, access, and student success.

Commissioner Wilson stated that the Commission on the Future of Higher Education advocated a single need-based financial aid program. The committee of four who studied this issue developed two criteria: a single program driven by Pell grant recipients and valued preparation of high school or community college students.

Dr. Shannon noted that the completer incentive approach is an exciting concept for the reward it offers students.

The meeting adjourned at 10:40 a.m.

SOUTHEAST MISSOURI STATE UNIVERSITY

Profile of Missouri College Guarantee Awards

Beginning Freshmen	5
Continuing Freshmen	9
Sophomores	18
Juniors	21
Seniors	54
TOTAL	107

No on-campus students

Why: \$12,000 cut-off vs. \$11,976 Southeast budget for on-campus

Eligibility Profile

434 full Pell recipients at Southeast who are also receiving student loans

294 have full Pell and have taken the full amount of loans available to them and still have need

281 Missouri students have full Pell and full loans and still have need

129 are Missouri residents who met the FAFSA deadline of April 1

14 received the Missouri College Guarantee award

115 students have received full Pell and full loan eligibility, but not Missouri College Guarantee

Fee Increase Impact

\$4/credit hour = +\$100/semester

127 more eligible

116 on-campus

COORDINATING BOARD FOR HIGHER EDUCATION

TIME: 8:00 AM
Thursday
December 2, 2004

PLACE: Windsor III
Holiday Inn Select Executive Center
Columbia

AGENDA

	<u>Tab</u>	<u>Action Item</u>	<u>Discussion Item</u>
I. Minutes of the October 14, 2004 CBHE Meeting		*	
II. Minutes of the November 8, 2004 CBHE Conference Call		*	
III. Report of the Commissioner			
IV. Commissioner Candidate Review (Ratification of Conference Call Vote)		*	
V. Proposed 2006 CBHE Meeting Dates and Locations	A	*	
VI. Strategic Planning Issues			
Access and Affordability: Report to Lumina Foundation for Education	B		*
Update on a Plan for Missouri's PreK-16 Activities and Efforts	C		*
VII. Information Items			
Distribution of Community College Funds	1		
Financial Statements Audit of the MDHE Student Loan Program	2		
Results from the 2003-2004 Postsecondary Technical Education (RTEC) Survey	3		
Measuring Value-Added Learning Update	4		
Update on the CBHE Committee on Transfer and Articulation	5		
Proprietary School Certification Actions and Reviews	6		
Appointments to the CBHE Proprietary School Advisory Committee	7		
Academic Program Actions	8		

Executive Session

RSMo 610.021(1) relating to “legal actions, causes of action or litigation involving a public governmental body and any confidential or privileged communications between a public governmental body or its representatives and its attorneys.”

RSMo 610.021(3) relating to “hiring, firing, disciplining or promoting of particular employees by a public governmental body when personal information about the employee is discussed or recorded.”

Other matters that may be discussed in closed meetings, as set forth in RSMo 610.021.

COORDINATING BOARD FOR HIGHER EDUCATION

Minutes of Meeting

October 14, 2004

The Coordinating Board for Higher Education met at 10:30 a.m. on Thursday, October 14, 2004 in the University Center at the University of Missouri – Kansas City, in Kansas City, Missouri. Members present were:

Lowell C. Kruse, Chair
Dudley Grove, Secretary
Diana Bourisaw
Marie Carmichael
Sandra Kauffman
Robert Langdon
Kathryn Swan
Earl Wilson, Jr.

Others attending the meeting included:

Quentin Wilson, Commissioner of Higher Education
Trudy Baker, Administrative Assistant, Educational Policy, Planning, and Improvement Center
Becky Brennecke, Legislative Liaison
Scott Giles, Director, Missouri Student Loan Group
Donna Imhoff, Budget Analyst
Janelle Jaegers, Director, Administration
Joe Martin, Deputy Commissioner
Jim Matchefts, Assistant Commissioner and General Counsel
Susanne Medley, Director, Communications and Customer Assistance
Brenda Miner, Executive Assistant to the Commissioner
Greg Myles, Senior Associate for Early Awareness and Outreach
Dan Peterson, Director, Financial Assistance and Outreach
Teala Sipes, Research Associate, Educational Policy, Planning, and Improvement Center
Robert Stein, Associate Commissioner, Academic Affairs
Laura Vedenhaupt, Administrative Assistant for Academic Affairs
John Wittstruck, Director, Educational Policy, Planning, and Improvement Center

Chair Kruse called the meeting to order.

Mr. Earl Wilson, Jr. moved **that the minutes of the June 10, 2004 meeting be approved as printed.** Dr. Bourisaw seconded the motion, and it passed unanimously.

Chair Kruse indicated that Mrs. Kauffman recently resigned from her position as chair of the Coordinating Board for Higher Education when it was discovered that the CBHE by-laws do not permit the chair to be elected for more than two consecutive full terms. As a result of Mrs. Kauffman's resignation, Chair Kruse, assumed the role of chair of the Coordinating Board for Higher Education.

Mrs. Grove moved **that the resignation of Mrs. Kauffman as chair of the Coordinating Board for Higher Education be accepted.** Dr. Bourisaw seconded the motion, and it passed unanimously.

Chair Kruse expressed appreciation to Mrs. Kauffman for leading the Coordinating Board for Higher Education (CBHE) through times of great transition for higher education, including the commissioner search.

Mrs. Grove moved **that the resignation of Commissioner Wilson, effective November 15, be accepted.** Dr. Bourisaw seconded the motion, and it passed unanimously.

Chair Kruse commended Commissioner Wilson for his outstanding service to the Missouri Department of Higher Education (MDHE) and expressed appreciation on behalf of the CBHE and MDHE staff.

Mrs. Kauffman noted that Commissioner Wilson provided leadership to the CBHE and the department on a quality improvement process; focused on performance together with compliance; provided vision and leadership to move Missouri forward with measuring value-added learning with numerous participating institutions; encouraged collaboration in developing a seamless higher education system among two- and four-year institutions, including preK-16; improved the relationship with the Missouri Higher Education Loan Authority (MOHELA); supported The Commission on the Future of Higher Education, taking an active role in initiating their recommendations; and provided an invaluable service to higher education through his relationship and knowledge of the legislative and budget process.

Report of the CBHE Presidential Advisory Committee

Dr. Henry Shannon, chancellor, St. Louis Community College, expressed appreciation to Commissioner Wilson, on behalf of presidents and chancellors. Dr. Shannon mentioned that the budget requests for FY 2006 funding behind Tabs A through G were presented by Mr. Joe Martin. Dr. Kenneth Dobbins, president, Southeast Missouri State University, provided the prioritized areas, on which the Council on Public Higher Education (COPHE) requests consideration if decisions or priorities are made during this legislative session. They are: 1) resource priorities and investment protection; 2) need-based financial aid; and 3) performance funding.

Dr. Shannon stated that institutions appreciate the tax offset program for the much needed funding it provides, potentially returning funding back to the institution from refunds received by those students with debts. Although the two-year sector was not included in the budget request for capital funding, they receive local funding, which is critical to the achievement of their missions. Passing bond issues for capital improvement projects offers another source of funds, but may be difficult at a time when local citizens feel over-taxed. The community colleges expressed a desire to have their capital projects included in the budget appropriation request in the future.

Dr. Shannon noted the positive nature of the summer meetings with the leadership of the institutions and the MDHE staff. He also mentioned the interest expressed in conducting subsequent meetings on the campuses of the colleges and universities, providing good

opportunities for both MDHE staff and the institutions. In addition, institutions individually conduct their own rigorous program review process.

Chair Kruse thanked Dr. Shannon for his report and for his two years of service as chair of the Presidential Advisory Committee.

Update on Commissioner Search Process

Chair Kruse noted that the commissioner search process had developed smoothly and quickly with the assistance of Ms. Martha Davis of The Davis Group. In the beginning, Ms. Davis and Mrs. Swan traveled the state meeting people in focus groups to develop a commissioner profile, targeting the qualities needed in a Missouri Commissioner of Higher Education. After reviewing resumes, the CBHE selected four candidates whom they interviewed. Two candidates were selected who met with presidents and chancellors, DHE staff, and the CBHE on October 13, 2004.

Research Alliance of Missouri (RAM) Presentation

Commissioner Wilson stated that one of higher education's challenges is to determine the appropriate role of research and technology in the overall higher education mission. Commissioner Wilson introduced Mr. Joe Driskill, executive director, Missouri Technology Corporation and executive director, The Research Alliance of Missouri, as being in a unique position to integrate higher education, research, and economic development in building a successful economic future for Missouri.

Mr. Driskill credited Commissioner Wilson for bringing new ideas, new spirit, new vision, and new energy to the process of building higher education in Missouri; and commended Commissioner Wilson, presidents, and chancellors for their successful progress in this endeavor.

Building the future through higher education resources involves research and development. The Commission on the Future of Higher Education suggested developing new ways to create new value in Missouri. The Missouri Technology Corporation and The Research Alliance of Missouri believe new economic value is developed by concentrating on what is produced on campuses related to new ideas in research, how those ideas are developed into new products and services, and are then transferred to the private sector to create new growth with jobs and companies. These organizations strive to increase technical transfer, enable start-ups, increase public and private investment and research, and support education in workforce development for the advancement of science, technology, and innovation.

Economic development that traditionally focused on land, energy, and resources, driven by capital infrastructure, now focuses on skilled, knowledgeable workers who are continuously learning, because research and knowledge creation are driving many companies. It is the small, entrepreneurial companies with new ideas, new discoveries, and new technologies that are influencing the economy. Knowledge-based economic development is based on:

- Empowering people with skills and education,
- Improving infrastructure,

- Supporting entrepreneurship, and
- Promoting innovation.

Dr. Ted Cicero, vice-chancellor for research at Washington University, is chair of The Research Alliance of Missouri. Dr. Bill Alter, director, office of sponsored research, Southwest Missouri State University, is the vice chair. They are dedicated to establishing a common compact, collaborating with institutions to achieve results through research and development. The mission of this organization is to improve the well-being of Missourians through research, productivity, and technology innovation to promote economic development by: 1) improving collaboration with businesses; and 2) providing greater access for businesses that are searching for a university-derived idea or technology.

The Research Alliance of Missouri has two goals:

- Increase the number of multi-university research proposal and awards. Three institutions have collaborated on a draft agreement on how they will work together to secure research dollars and conduct research projects.
- Improve university and industry relationships, through such efforts as a research or resource database that would connect businesses to the university source of new ideas.

The first Missouri Technology Transfer Summit was held at Washington University in St. Louis in November 2003, which involved the interaction of business with schools and universities throughout Missouri. It is hoped that another summit will be held in 2005.

Public and private investments in life sciences are showing good, strong results as a result of the collaboration taking place in Missouri. Missouri ranks 15th among the states in the recent bio-pharmaceutical index covering bio-pharmaceutical funding, research funding, and risk capital – important items. The Milken Institute indicated Missouri is growing the bio-pharmaceutical industry at a faster rate than most other states. The Bio-pharmaceutical Innovation Pipeline Index ranks Missouri 6th in the country in academic research and development, 7th in NSF funding, and 10th in industrial research and development with an overall ranking of 9th in the nation. However, the National State Technology and Science Index ranked Missouri 31st last year, indicating that Missouri has a great deal of work to do in order to prosper in other technology-related sectors. Mr. Driskill's presentation is included in the minutes as Attachment A.

Higher Education FY 2006 Budget

Recommendation for Adjustments to Public Institutions' Operating Appropriations and Need-based Financial Aid

Mr. Joe Martin stated that this agenda item outlines provisions for approximately \$55 million in additional funding for Missouri's public institutions of higher education. Need-based financial aid would receive \$25 million in funding.

Mr. Earl Wilson, Jr. moved **that the Board approve the CBHE FY 2006 three-part appropriation request, which includes \$25 million in need-based financial aid, \$17,092,082 in performance funding for projects aligned with board and state priorities, and \$38,457,186 in resource priority and investment protection funding, as presented, for submission to the governor and General Assembly.** Mrs. Carmichael seconded the motion, and it passed unanimously.

Recommendations for Public Four-year Institutions' Operating Appropriations

Mr. Martin noted that the additional funds requested behind Tab B are for the four-year institutions and include a listing of funds requested for the University of Missouri-related programs.

Mr. Earl Wilson, Jr. moved **that the Board approve the FY 2006 four-year institution appropriation request, including the University of Missouri- related programs, as presented, for submission to the governor and General Assembly.** Dr. Bourisaw seconded the motion, and it passed unanimously.

Recommendations for Linn State Technical College Operating Appropriations

This agenda item contains the additional funding for Linn State Technical College.

Mrs. Grove moved **that the Board approve the FY 2006 Linn State Technical College appropriation request, as presented, for submission to the governor and General Assembly.** Dr. Bourisaw seconded the motion, and it passed unanimously.

Recommendations for Public Community Colleges' Operating Appropriations

Mr. Earl Wilson, Jr. moved for the adoption of the following recommended action: **the Board approve the FY 2006 community colleges' appropriation request for submission to the governor and the General Assembly. It is further recommended the department allocate FY 2006 community college appropriations subject to the provisions of the community college equity funding formula previously adopted by the Board.** Mr. Langdon seconded the motion, and it passed unanimously.

Recommendations for DHE Operating Appropriations

The department's operating appropriation request includes three new FTE in the areas of research and policy, fiscal, and proprietary. It includes minor adjustments to some of the transfer appropriations, and phasing-out a restricted federal appropriation with a transfer into the loan operating fund. Additionally, \$23,724 is requested for the Commissioner's salary.

Mr. Earl Wilson, Jr. moved **that the Board approve the CBHE FY 2006 internal appropriation request, as presented, for submission to the governor and General Assembly.** Mrs. Grove seconded the motion, and it passed unanimously.

Recommendations for State Student Financial Assistance Programs

Mr. Martin stated that this agenda item requests a reduced amount for the Advantage Missouri Program due to the phasing-out of the program. Mr. Martin noted that although this recommendation is moving forward with an additional \$25 million in the Charles Gallagher Student Assistance Program and the Missouri College Guarantee Program, pursuant to discussions with presidents and chancellors in the Presidential Advisory Committee meeting, the department will continue to work with the institutions, the General Assembly, and the Board to look at alternative mechanisms to deliver need-based student financial aid. This message will be conveyed, along with the recommendation, as the recommendation goes through the legislative process.

Mrs. Kauffman moved **that the Board approve the CBHE FY 2006 Student Financial Assistance appropriation request, as presented, for submission to the governor and General Assembly.** Mr. Earl Wilson, Jr. seconded the motion, and it passed unanimously.

Recommendations for Public Four-year Institutions' and Linn State Technical College's Capital Improvements

Mr. Martin noted that this recommendation contains a recommended action – a suggestion that the governor and General Assembly consider an issuance of state bonds, if necessary, to fund such capital improvement projects.

Mr. Earl Wilson, Jr. moved **that the Board approve the FY 2006 capital improvement recommendations for the public four-year institutions and Linn State Technical College for submission to the governor and General Assembly. Due to the lack of state revenue for this purpose over the last several fiscal years and the increasing infrastructure needs on campuses, the Board further recommends the governor and General Assembly consider the issuance of state bonds, if necessary, to fund public higher education capital improvement projects recommended by the Board.** Mrs. Grove seconded the motion, and it passed unanimously.

Mrs. Carmichael referenced the capital improvement projects and allocation of their funding among public two- and four-year institutions, and requested the Board and MDHE staff engage in discussions regarding community colleges' capital projects and requests.

Measuring Value-Added Student Learning Status and Next Steps

Dr. Robert Stein stated that Missouri has had considerable conversation and interest in this project since August 2003. The experimental nature of Missouri's pilot project on Measuring Value-Added Student Learning was emphasized. A major goal of the project is to refocus both national and state assessment agendas onto continuous improvement with infusion throughout campus culture. While public accountability for student learning is also important, it should be a result of, rather than the major driver for, continuous improvement.

Dr. Stein referenced that institutional and CAE funds have been raised to launch this joint project and highlighted the Memorandum of Agreement that has been signed with RAND's Council for

Aid to Education (CAE). Negotiations with CAE were successful, resulting in commitments from CAE to work with the Missouri Consortium on both short- and long-term agendas.

A total of 33 institutions are in the Missouri Consortium on Measuring Value Added Student Learning. Twenty-nine institutions conducted testing in fall 2004 with mixed results regarding technical issues and student participation/motivation. Department staff is working with institutional personnel in understanding what worked and what didn't as well as ways to address push back from students and faculty during future test administrations, which are contingent upon raising additional funding from external sources.

MDHE staff perceives that there is a core group throughout Missouri committed to the pilot project, which will inform campus assessment, state policy, and the national agenda.

Mrs. Grove moved **that the Coordinating Board proceed into Executive Session, with the purpose of discussing hiring, firing, disciplining, or promoting particular employees by a public governmental body and personnel information about the employees discussed or reported. This is pursuant to RSMo 610.021(3).** Mr. Earl Wilson, Jr. seconded the motion, and it passed unanimously.

Mrs. Swan	-	aye
Mrs. Grove	-	aye
Mr. Wilson, Jr.	-	aye
Chair Kruse	-	aye
Mrs. Kauffman	-	aye
Mr. Langdon	-	aye
Mrs. Carmichael	-	aye
Mrs. Bourisaw	-	aye

Update on Missouri PreK-16 Activities and Efforts

Upon the board's return from the executive session, Dr. Stein reported that there is a lot of activity in Missouri concerning preK-16 work. Examples include: advanced credit opportunities (AP and dual credit), enhancing the high school core curriculum, early awareness and outreach efforts, successful school/college partnerships, and the activities of cross-sector discipline groups, professional development schools, regional professional development councils, and Title II Part A grants to improve teacher quality.

Missouri, like other states, has had numerous studies regarding preK-16. Dr. Stein reported that over the years, many CBHE members have served on important preK-16 task forces. The reports that are issued have important recommendations; common messages from these studies are outlined in the Board item. The challenge remains, however, how to keep focused attention and energy and how to go to the next step. We do not need more studies.

There are too many missed opportunities to demonstrate that higher education and K-12 are effectively coordinating their preK-16 efforts. What are the strategies for preK-16 and where are policy levers? Dr. Stein shared information gleaned from summer site visits associated with professional development projects for improving teacher quality. Too often these projects are

developed and implemented by higher education without genuine collaboration with its K-12 partners.

In doing preK-16 work, major challenges for all states, including Missouri, are to:

- Establish priorities,
- Coordinate efforts,
- Identify native resources,
- Determine strategies,
- Agree on success indicators, and
- Track improvements.

With Commissioner Wilson's leadership, the MDHE met with Dr. Ken Dobbins, chair of COPHE; Ms. Carla Chance, president, MCCA presidents/chancellors council; Dr. Kent King, commissioner of education, Department of Elementary and Secondary Education; and Mr. Kelvin Simmons, director, Missouri Department of Economic Development, and Dr. Elson Floyd, president of the University of Missouri to discuss where Missouri's next steps for preK-16 work. With many studies having been completed, the focus is now on implementation strategies, priorities, and a systematic, regular, agreed-upon evaluation system that will measure the success of selected issues. The common agreement derived from this meeting was that Missouri should focus its efforts to:

- Expand early awareness of the requirements for beyond high school options;
- Increase readiness for postsecondary education and work by enhancing participation in, and increasing the rigor of, the high school core curriculum; and
- Improve teacher quality through improved preparation and professional development.

This board item suggests that the MDHE needs to reaffirm a commitment to work with its partners on the issue of preK-16. There is no single structure that works best. For most states, however, working at both the state and local levels has been beneficial. CBHE members are encouraged to stay focused and to become intentional in setting a realistic agenda for the upcoming year.

Mrs. Carmichael suggested that the board should study the recommendations from the preK-16 commission reports concerning mathematics and teacher quality, select several recommendations to implement, and develop a plan for implementation at the December Board work session.

Board members discussed different options for next steps. Commissioner Wilson suggested that although the board does not have direct responsibility for strategizing, it would be beneficial to MDHE staff to have board feedback on a recommended plan of action, including goals, strategies, and measurements of performance. Dr. Stein added that a plan of action on preK-16 work requires involvement from all partners. Dr. Stein agreed to provide the Board with an update on the development of a preK-16 action plan.

Chair Kruse suggested that it was important to emphasize preK in the discussion of future agendas. He shared the high percent of babies dependent on Medicaid for survival, suggesting the difficult economic circumstances faced by Missouri youth. In some communities this figure is as high as 80 percent of all new births. Chair Kruse indicated the importance of identifying the role higher education can and should play in encouraging preK initiatives. Chair Kruse also mentioned the legislation passed last year that created a new Coordinating Board for preK. He suggested that it might be appropriate for the CBHE to have a joint meeting with the State Board of Education and the new Coordinating Board for preK. Dr. Stein was asked to brief the CBHE at its December meeting on the background and current standing of this new board.

Dr. John Wittstruck reminded the CBHE that a grant, which the department received from the Southwestern Bell Corporation, will be helpful in the design of a research database for preK-16 issues, which is being developed in collaboration with the Department of Elementary and Secondary Education, the University of Missouri – Columbia, and representatives of schools and school districts. The database will quickly identify areas that must be addressed, areas needing improvement, and best practices in areas that are working well.

Report on Institutional Planning and Review Meetings

Commissioner Wilson stated that higher education is moving from compliance to performance and focusing on the return on investment in higher education. Policy implementation was an issue of much discussion during the meetings, especially as it related to need-based financial aid. The desired outcomes of higher education are participation, preparation, performance excellence, and economic development, although the prioritization of these is different in conversations regarding need-based financial aid.

The planning and review meetings provided good, long-term information that will continue to improve with additional sessions. The insights gained will be helpful to the new commissioner and offer continuity to new Board members as present terms expire. The records of the communication with each institution will better inform staff about the accomplishments of the institutions, and the unique approaches being used. The process helped focus attention on issues of teacher quality, core curriculum for preparation, financial aid, retention for successful participation, and strategic planning that includes value-added learning for performance excellence.

The Coordinating Board was pleased that the review and planning sessions have resumed because of the importance of the interaction between MDHE staff and the presidents and chancellors. The Board requested MDHE staff to develop performance indicators, representing goals the board has established, to be used in these sessions to indicate the progress made by the institutions in meeting these goals.

Change in Admissions Selectivity for Harris-Stowe State College

Dr. Stein stated that when mission enhancement was established at Harris-Stowe in 1993, they declared a mission category of moderately selective. In 2002, after discussions about their performance, board members encouraged Harris-Stowe to reflect on their mission and consider becoming an open-enrollment institution, which they have done. Dr. Stein commended Harris-Stowe for their decision to become an open-enrollment institution, stating their decision was

based on their perception that detrimental effects would result from denying access to adult learners no longer permitted to enroll in their institution.

Dr. Stein stated **that it is recommended that the Coordinating Board for Higher Education commend the Board for Regents of Harris-Stowe State College for its decision to become an “open-enrollment” institution. It is further recommended that the Coordinating Board express its appreciation to Dr. Henry Givens for his leadership as president of Harris-Stowe State College and extend best wishes for a successful transition to an “open-enrollment” institution.** Mr. Earl Wilson, Jr. moved for adoption of the motion. Mrs. Carmichael seconded the motion, and it passed unanimously.

Dr. Henry Givens, Jr., president, Harris-Stowe State College, expressed appreciation to Commissioner Wilson, Dr. Stein, the Coordinating Board, and MDHE staff for their assistance in arriving at this important decision. Dr. Givens, assured everyone that Harris-Stowe would continue its long tradition of serving a unique area and a unique student body.

Institutional Eligibility to Participate in the Missouri Student Financial Assistance Programs - Lebanon Technology and Career Center

Mr. Dan Peterson stated that Lebanon Technology and Career Center has requested participation in the state student financial aid programs administered by the Coordinating Board. The school is in compliance with all of the statutory requirements and is approved to participate in the Federal Title-IV student financial aid programs. Currently, MDHE has 83 participating institutions in the state student financial aid programs, 22 of which are vocational- technical centers.

Mr. Peterson stated **that it is recommended that Lebanon Technology and Career Center be approved as an eligible institution to participate in the state student financial assistance programs administered by the CBHE beginning with the 2005-2006 academic year.** Mrs. Swan moved for adoption of the motion. Mrs. Grove seconded the motion, and it passed unanimously.

2004 Governor’s Conference on Higher Education

“Missouri Higher Education Building Quality, Opportunity, and Prosperity Together” is the theme of the 2004 Governor’s Conference, scheduled for December 1 at the Holiday Inn Select Executive Center in Columbia. Mrs. Susanne Medley thanked members of the planning committee and representatives of the various sectors for their diligent work in developing arrangements for the conference.

The Governor’s Award for Excellence in Teaching luncheon will be expanded to include an award for each sector that recognizes a best practice in the area of preparation, participation, or performance excellence. A higher education summit will allow attendees the opportunity to participate in facilitated discussions, which will help shape the higher education agenda for Missouri.

Mrs. Medley stated **that it is recommended that the Coordinating Board for Higher Education change its meeting scheduled for Thursday, December 9, 2004 to Thursday,**

December 2, 2004, in order for the CBHE meeting to be held in conjunction with the 2004 Governor's Conference on Higher Education. Dr. Bourisaw moved for adoption of the motion. Mr. Earl Wilson, Jr. seconded the motion, and it passed unanimously.

Information Items

The following information items were discussed.

Missouri Student Loan Program Update

Mr. Scott Giles thanked and commended Commissioner Wilson for his assistance and leadership, his efforts in cooperation with MOHELA and the MARIO Program, which has contributed to securing the 3.0 percent rate reduction associated with student loans, reducing the interest rate on student loans to 37 basis points for students having a MOHELA loan guaranteed by the MDHE.

The MARIO Program is a loan forgiveness program, providing \$2,500 a year for up to four years, with a total forgiveness of \$10,000 for students majoring in math and science in a Missouri institution who eventually work in a life sciences corporation in Missouri. Up to \$3 million a year will be available in loan forgiveness through this program in cooperation with MOHELA, the MDHE, and the Department of Economic Development.

Mr. Giles noted that Measuring Up significantly understates the average amount borrowed by students. The financial position of the guarantee agency is strong and its success results from the combined efforts of various groups at the MDHE. In the first quarter of this state fiscal year, the MDHE guaranteed over \$480 million in new student loans. In addition, the cohort default rate for the guarantee agency declined from 6.5 percent last year to 4.5 percent this year, which ranks Missouri below the national average for the first time since 1996.

Mrs. Kauffman congratulated Mr. Giles upon his election to chair the board of directors for Mapping Your Future, an organization providing entrance and exit counseling, default prevention tools, and loan calculators to help parents and students understand debt and financial literacy.

The Board would like to review a profile of the borrowers in regard to participation and access. Mr. Giles noted that conversion to the new service provider, American Student Assistance (ASA), and working extensively with the Educational, Policy, Planning, and Improvement Center (EPPIC) will broaden the amount of research data that can be collected and utilized with their database. He pointed out that since MDHE only services about 50 percent of the loan volume in the state, the dataset would be incomplete.

Academic Program Actions

Dr. Stein highlighted three actions for the Board:

- The framework for new associate degree delivery provides for two-year institutions to be the primary deliverers of associate degrees. However, due to local demand and a need to accommodate State Fair Community College students in Jefferson City programs that

were closed, Lincoln University was given conditional approval to offer AAS degrees in CIS Accounting and CIS Networking. The conditions stipulate that the approval permits Lincoln to enter new students for two years only, and requires that a plan be developed collaboratively with local partners for any future associate degree delivery in these areas for Jefferson City.

- Lincoln University had a proposal for an associate of arts degree in Jefferson City, but, based upon the adverse reaction from the two-year sector, withdrew their request to offer this degree.
- Moberly Area Community College was approved for an associate of arts degree in Columbia.

Dr. Evelyn Jorgenson, president, Moberly Area Community College, and Dr. Stephen Lehmkuhle, vice president for academic affairs, University of Missouri-Columbia, were commended for their collaborative efforts in providing the associate of arts degree delivery for the residents of Columbia and the surrounding area. A similar achievement was approved in the last year between East Central College and the University of Missouri-Rolla.

Proprietary School Certification Actions and Reviews

Dr. Stein noted that there has been continuing dialogue with John Thomas College of Naturopathic Medicine and in August, the MDHE denied their application for certification. The college has appealed to the Administrative Hearing Commission and a hearing is set for January 11, 2005. The Attorney General's office is representing the department.

There being no further business to come before the Board, Mr. Earl Wilson, Jr. moved to adjourn the meeting. Mrs. Grove seconded the motion, and it passed unanimously.

The meeting adjourned at 1:45 p.m.

The Missouri Technology Corporation and the Research Alliance of Missouri

Joe Driskill

Executive Director

Missouri Technology Corporation

Research Alliance of Missouri



Meeting of the Missouri Coordinating Board for Higher Education

Kansas City, Missouri

October 14, 2004

Missouri Technology Corporation

- Created by state law in 1994 and composed of a 15 member Board comprised of leaders in the State's technology community—public, private, university and non-profit
 - Charged with increasing economic growth and jobs by improving technology connections between universities and businesses; increasing public and private R&D investment; and improving processes for transferring and commercializing new discoveries
 - Advocate at the state level for changes in local, state, and federal policy related to technology
-

Membership

- President of UM System
 - Two Members of the General Assembly
 - Director of the Missouri Department of Economic Development
 - 11 members appointed by the Governor for 4 year terms
-

Purpose

- Increase the transfer of technology from our universities to the private sector
 - Enable the start-up and growth of more technology based companies, especially in critical industry sectors
 - Increase public and private investment in research and development performed in Missouri
 - Support education and workforce development that enables the advancement of science, technology and innovation
-

Strategic Plan

Vision

Missouri will be recognized as the home of world-class research institutions and companies whose technologies and products bring about abundant jobs, a vibrant economy and healthy citizens.

Mission

Promote, advocate and provide leadership is support of technology access for Missouri companies and citizens so they can enhance research, development, and technology commercialization, which will create economic growth, sustainable jobs and wealth.

New Realities of Economic Development

Traditional Economy

- Land, energy and resources
- Physical location
- Fixed capital and infrastructure

Knowledge Economy

- Skilled, knowledge workers
 - Global competition
 - Research and knowledge creation
-

New Realities of Economic Development

Traditional Economy

- High school education
- Lifetime careers
- Large companies

Knowledge Economy

- Higher skills and continuous learning
 - Mobile workers with portable skills
 - Small, entrepreneurial companies
-

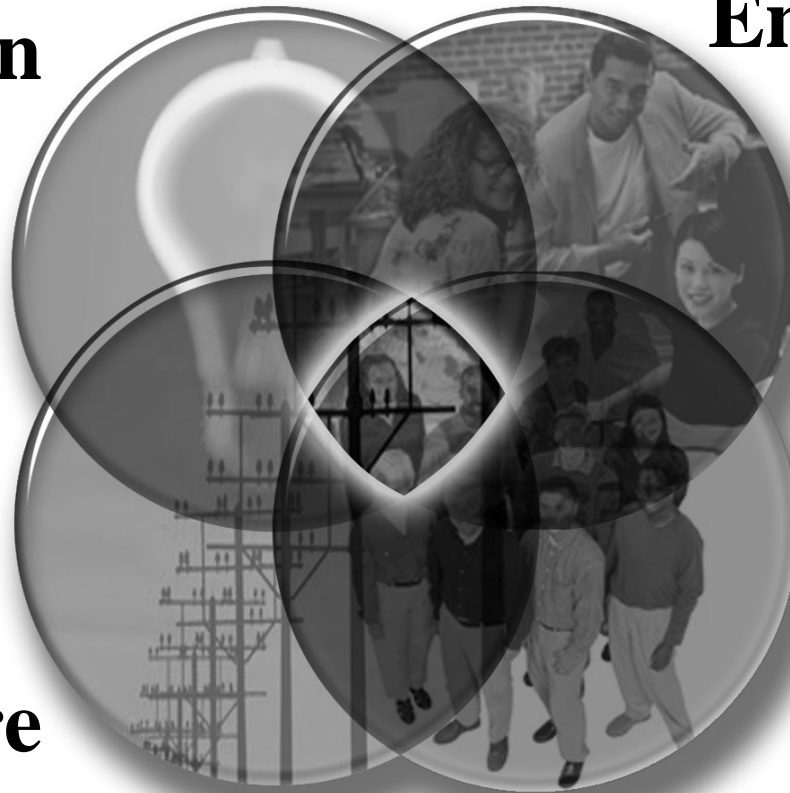
Knowledge-Based Economic Development: Strategies for Success

**Promoting
Innovation**

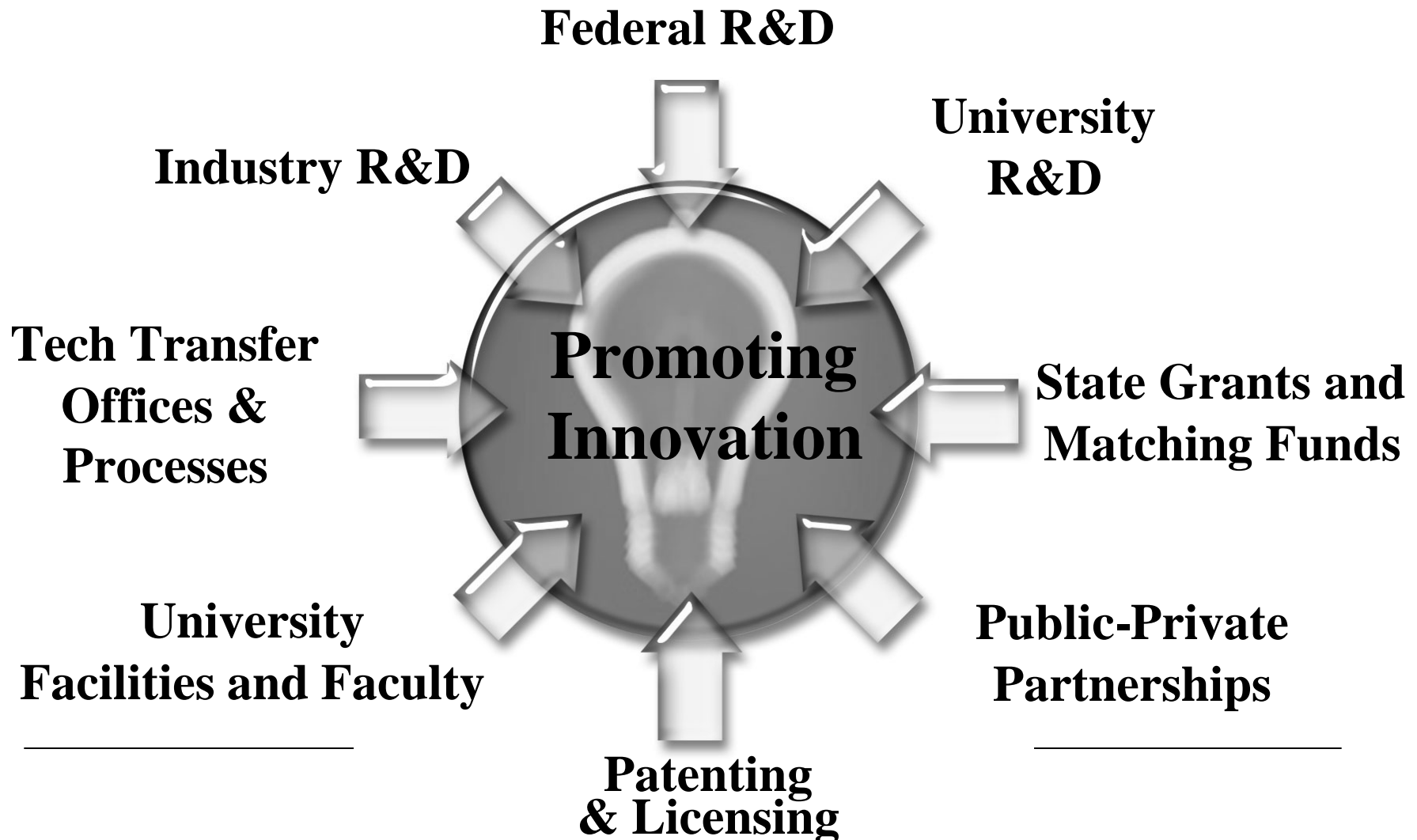
**Supporting
Entrepreneurship**

**Improving
Infrastructure**

**Empowering
People**



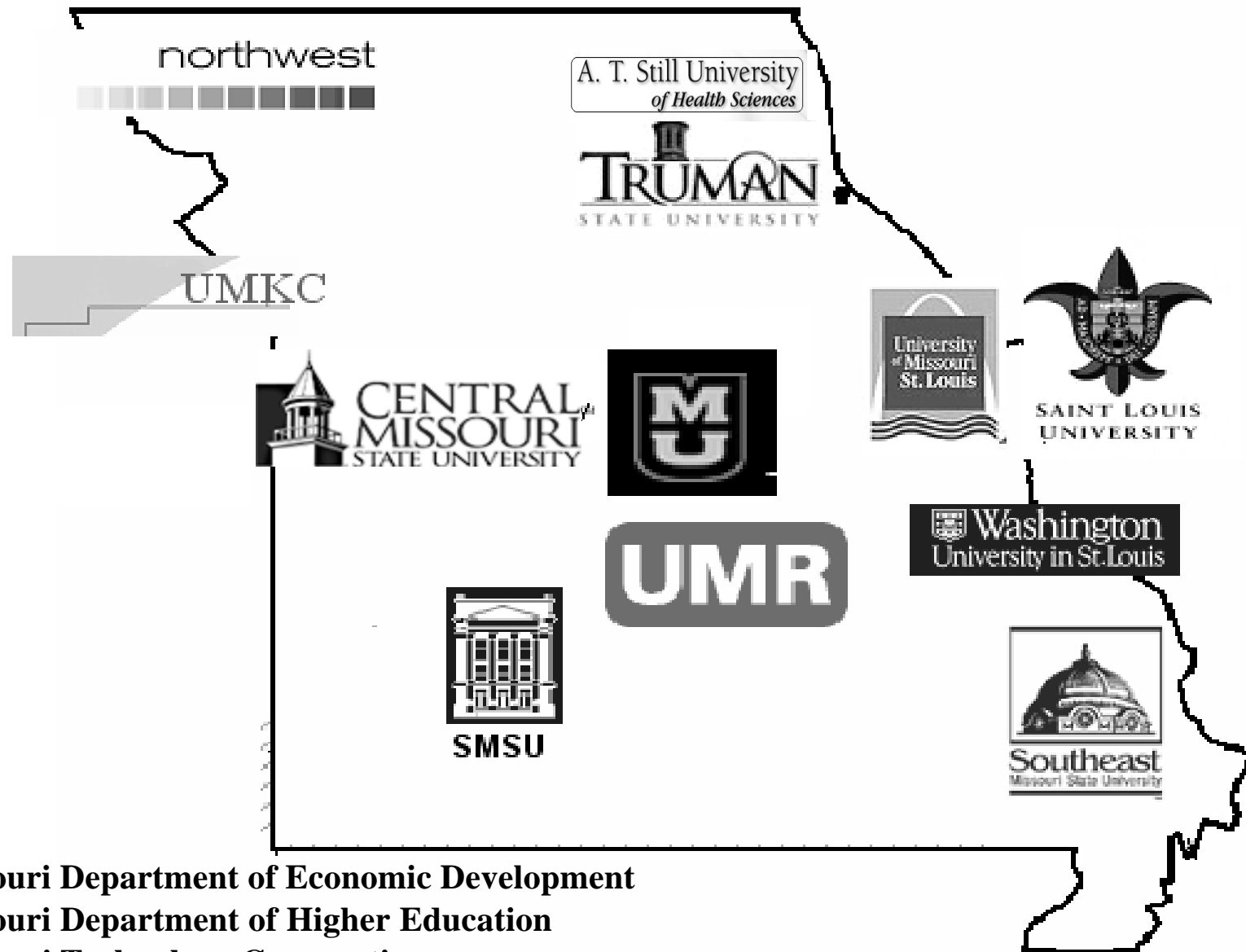
Promoting Innovation



Research Alliance of Missouri (RAM)

- MTC directed by law to work for the “establishment of a research alliance which shall advance technology development”
 - Convened by the Governor, DED and MTC in January 2003 and meets monthly
 - Consists of chief research officers of Missouri’s major public and private universities
 - Dedicated to **showing results** from collaboration among the institutions through research & development
-

RAM Membership



Plus

Missouri Department of Economic Development

Missouri Department of Higher Education

Missouri Technology Corporation

RAM's Mission

- To improve the well-being of Missourians through research productivity and technology innovation within Missouri universities
 - To promote economic development through increased collaborative efforts between the universities and Missouri businesses
 - To provide greater access of Missouri businesses to university-derived technologies
-

RAM's Goals

Increase the number of multi-university research proposals and awards

- Identify champions who can lead multi-institutional research team development
 - Produce templates or guidelines for research & intellectual property and licensing agreements
 - Develop a new way to calculate the economic value of research projects
-

RAM's Goals

Improve University-Industry Relationships

- Construct and maintain a research/resource database
 - Serve as a clearinghouse or matchmaker for university-industry projects
 - Develop new points of contact in universities for Missouri businesses that may not understand how to work with
-

Missouri Research Strengths

- Agriculture
 - Bioinformatics
 - Bio-materials and Material Science
 - Environmental Aspects of Engineering Science
 - Genomics
 - Geospatial Imaging
 - Homeland Security
 - Medical Devices
 - Nanotechnology
 - Transportation Infrastructure
-

RAM – Initial Assistance to Industry

- FlashTech, Inc.
 - Paint Removal System for military aircraft
 - Need to Solve Technological Problems
 - Seeking Alternative Applications
 - Missouri's Electric Utilities
 - Environmental Problem – Removal of Mercury from Coal
 - RAM Multi-institutional Team Led by UM-Rolla
 - Seeking Innovative Technological Solutions
 - Geospatial Partnering Center
 - Collaborative with Military and Federal Government
 - Unique Partnership at Fort Leonard Wood
-

Geospatial Partnering Center

- Established at UM Tech Park at Ft. Leonard Wood
 - Partnership of Universities, Businesses and Government Agencies
 - Capitalize on Federal Government Interests in Geospatial Science
 - U.S. Army
 - US Geological Survey
 - National Geospatial Intelligence Agency
 - Exploring Funding Opportunities
 - Advanced Education for Government Agencies
-

Accelerate Transition of Technology from Universities to Private Sector

- Technology Transfer Network
 - Research Institutions to Provide Technology Transfer Services to Other Institutions
 - Develop a Clearinghouse or Database for New Technologies
 - Develop a Common Language for
 - Invention Disclosures
 - Licensing Agreements
-

RAM Technology Transfer Network Concept

- Research Intensive Universities have Expertise and Resources Dedicated to
 - Identifying Promising Technologies
 - Securing IP Protection
 - Identifying Marketplace Potential
 - Negotiating Technology Transfer
 - Assisting In Business Start-Ups
 - Administering Licenses and Royalties
-

Technology Transfer Summit

- Purpose – To Identify the Common Interests and Barriers to Technology Transfer in Missouri
 - Hosted by Washington University in 2003
 - Participants from Businesses, Universities and State Government
 - First Multi-Institutional Tech Transfer Conference in Missouri
-

Public and Private Investments in the Life Sciences are Showing Results

- Strong Base of Companies
 - Deep Research Base (Especially Washington University, SLU and UM-System)
 - New Discovery Pipeline
 - Battelle Study “One Missouri”
 - Coordinated Advocacy in St. Louis and Jefferson City
 - Growing Jobs and Economic Impact
-

State Technology and Science Index and Findings

National State Technology & Science Index Overall Index, 2004

		Rank	Rank	Rank	Score			Rank	Rank	Rank	Score
State		(2004)	(2002)	Change	(2004)	State		(2004)	(2002)	Change	(2004)
Massachusetts	MA	1	1	0	84.35	Kansas	KS	26	22	-4	53.12
California	CA	2	3	1	78.86	Wisconsin	WI	27	25	-2	51.76
Colorado	CO	3	2	-1	78.77	Nebraska	NE	28	32	4	50.91
Maryland	MD	4	4	0	78.19	Indiana	IN	29	30	1	50.73
Virginia	VA	5	5	0	72.27	Idaho	ID	30	28	-2	49.93
Washington	WA	6	6	0	69.87	Missouri	MO	31	28	-3	48.11
New Jersey	NJ	7	7	0	69.03	Florida	FL	32	29	-3	44.47
Minnesota	MN	8	10	2	67.49	Maine	ME	33	36	3	43.47
Utah	UT	9	9	0	66.49	Tennessee	TN	34	40	6	42.77
Connecticut	CT	10	8	-2	66.26	Oklahoma	OK	35	37	2	42.65
Rhode Island	RI	11	21	10	64.01	Alabama	AL	36	33	-3	42.36
New Hampshire	NH	12	13	1	63.43	Iowa	IA	37	35	-2	41.90
Delaware	DE	13	11	-2	62.51	Montana	MT	38	34	-4	40.65
New Mexico	NM	14	20	6	61.75	Hawaii	HI	39	43	4	40.05
New York	NY	15	12	-3	60.66	Alaska	AK	40	39	-1	39.91
Pennsylvania	PA	16	16	0	60.36	Wyoming	WY	41	38	-3	38.72
Arizona	AZ	17	18	1	58.47	Louisiana	LA	42	44	2	36.66
Georgia	GA	18	15	-3	58.10	Nevada	NV	43	42	-1	36.09
Oregon	OR	19	23	4	57.76	South Carolina	SC	44	41	-3	35.94
North Carolina	NC	20	17	-3	57.28	North Dakota	ND	45	45	0	34.55
Illinois	IL	21	19	-2	56.59	West Virginia	WV	46	48	2	33.65
Vermont	VT	22	31	9	56.00	South Dakota	SD	47	47	0	33.31
Texas	TX	23	14	-9	54.91	Kentucky	KY	48	46	-2	32.61
Ohio	OH	24	27	3	54.18	Arkansas	AR	49	50	1	29.53
Michigan	MI	25	24	-1	54.01	Mississippi	MS	50	49	-1	27.48
					State Average						52.64

Innovation

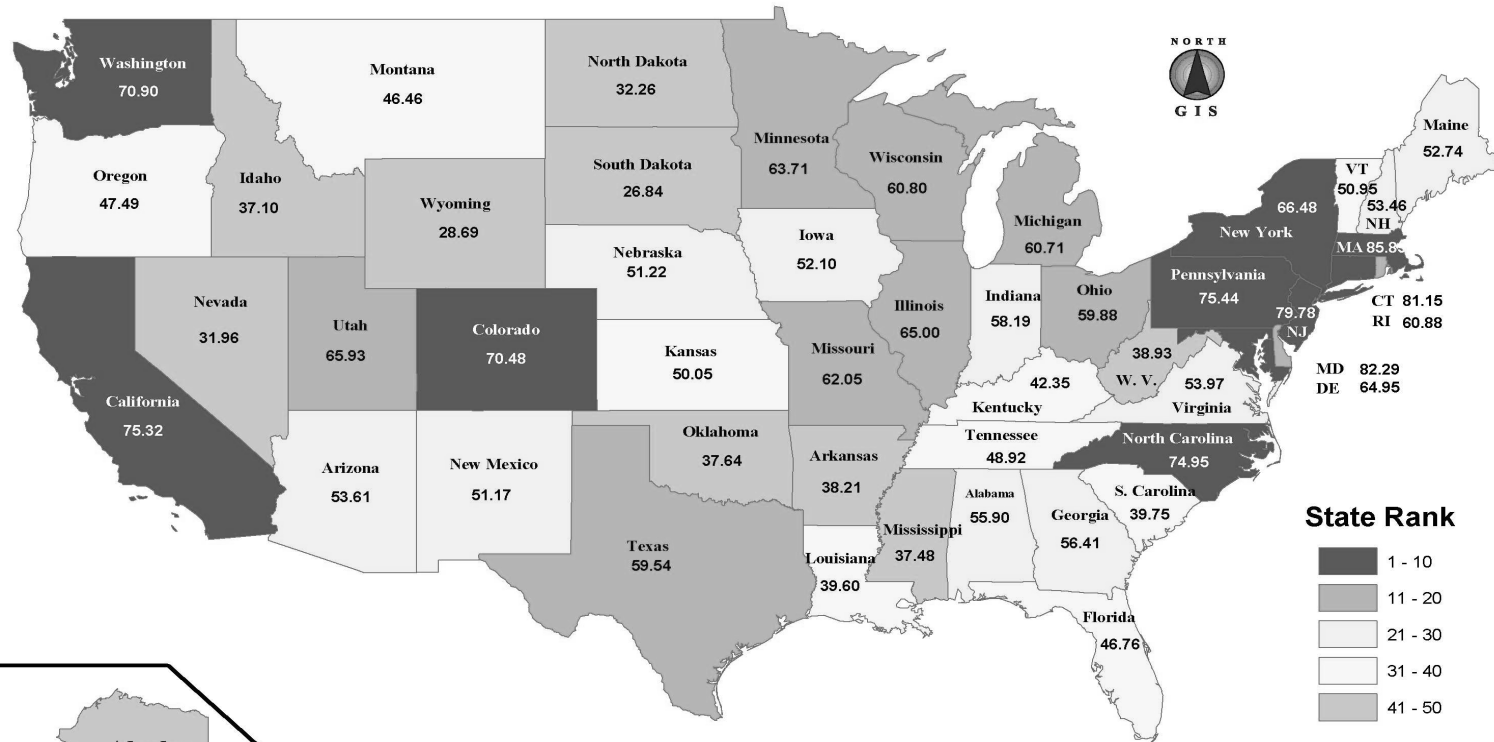
But, Missouri Ranks #15
among the states in the recent
Milken Institute
Biopharmaceutical Innovation
Pipeline Index



The biopharmaceutical
innovation pipeline index covers
four areas: biopharmaceutical
research funding, risk capital
funding, human capital and
workforce, and innovation
output

Innovation

Biopharmaceutical Innovation Pipeline Index Overall Index, 2004




State Average: 54.30

Source: Milken Institute

October 2004

Insets not to scale

Innovation



Missouri's Highest Rankings were in Percent of Patents in Biopharmaceuticals (3rd), NIH Funding (6th), Academic R&D (7th), NSF Funding (7th), and Industrial R&D (10th).



Overall, Missouri ranked 9th in the nation for overall Biopharmaceutical Research Funding.

Questions and Comments

For more information contact:

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**Coordinating Board for Higher Education
Conference Call
November 8, 2004, 4:00 p.m.
Second Floor Conference Room
Department of Higher Education Office
Jefferson City**

The Coordinating Board for Higher Education held a conference call on Monday, November 8, 2004 at 4:00 p.m. at the Department of Higher Education in Jefferson City. Chair Kruse asked participants on the call to identify themselves. Members participating on the call were:

Lowell C. Kruse, Chair
Dudley Grove, Secretary
Diana Bourisaw
Marie Carmichael
Sandra Kauffman
Kathryn Swan
Earl Wilson, Jr.
Mary Joan Wood

Members absent from the meeting were:

Robert Langdon

Others participating on the call were:

Martha Davis, The Davis Group
Jim Matchefts, Assistant Commissioner and General Counsel
Brenda Miner, Executive Assistant to the Commissioner

Commissioner Candidate Review

Dr. Diana Bourisaw made a motion that **the Coordinating Board for Higher Education proceed into executive session, for the purpose of discussing hiring, firing, disciplining or promoting particular employees by a public governmental body. This is pursuant to section 610.021(3), RSMo.** Ms. Kathryn Swan seconded the motion and it passed unanimously with the following roll call vote:

Diana Bourisaw-aye
Marie Carmichael-aye
Dudley Grove-aye
Sandra Kauffman-aye
Lowell C. Kruse-aye
Kathryn Swan-aye
Earl Wilson, Jr.-aye
Mary Joan Wood-aye

Adjournment

Upon returning to open session Chair Kruse asked if there was any further business for discussion. Having none, Chair Kruse asked for a motion to adjourn the meeting. Mr. Earl Wilson moved to adjourn the meeting, Mrs. Mary Joan Wood seconded the motion and it was passed unanimously with the following roll call vote:

Marie Carmichael-aye
Dudley Grove-aye
Sandra Kauffman-aye
Lowell C. Kruse-aye
Earl Wilson, Jr.-aye
Mary Joan Wood-aye

The meeting adjourned at 4:40 p.m.

AGENDA ITEM SUMMARY

AGENDA ITEM

Proposed 2006 CBHE Meeting Dates and Locations
Coordinating Board for Higher Education
December 2, 2004

DESCRIPTION

The established 2005 CBHE meeting dates and locations are:

<u>DATE</u>	<u>LOCATION</u>
February 10	Truman State Office Building, Jefferson City
April 14	University of Missouri-Rolla, Rolla
June 9	Missouri Western State College, St. Joseph
October 13	Ozarks Technical Community College, Springfield
December 8	Governor's Conference on Higher Education, Columbia

Listed below are the proposed 2006 CBHE meeting dates and locations:

<u>DATE</u>	<u>LOCATION</u>
February 9	Truman State Office Building, Jefferson City
April 6	To be determined
June 8	Harris-Stowe State College, St. Louis
October 12	St. Charles Community College, St. Charles
December 7	Governor's Conference on Higher Education, Jefferson City

STATUTORY REFERENCE

Section 173.005.3, RSMo, Coordinating Board for Higher Education

RECOMMENDED ACTION

It is recommended that the Coordinating Board for Higher Education adopt the proposed 2006 meeting dates and locations.

ATTACHMENT(S)

None

Coordinating Board for Higher Education
December 2, 2004

AGENDA ITEM SUMMARY

AGENDA ITEM

Access and Affordability: Report to Lumina Foundation for Education
Coordinating Board for Higher Education
December 2, 2004

DESCRIPTION

In January 2002, Lumina Foundation for Education released *Unequal Opportunity – Disparities in College Access Among the 50 States*. The report prepared by Samuel M. Kipp III, Derek V. Price, and Jill K. Wohlford identified individual colleges and universities across the nation according to their analysis of the institution's admissibility and affordability. Upon a review of the report, Education Policy, Planning, and Improvement Center (EPPIC) staff at the Missouri Department of Higher Education (MDHE) submitted a research proposal to Lumina Foundation to examine the role institutional, state, and federal student financial aid has in promoting financial access and the successful completion of baccalaureate degrees for Missouri students enrolled in selected public Missouri colleges and universities. Lumina Foundation for Education awarded the MDHE \$300,100 for research to be done between July 1, 2002 and June 30, 2004.

Institutions participating in this 2002-2004 research included Missouri Western State College, Southeast Missouri State University and the four campuses of the University of Missouri (Columbia, Rolla, Kansas City, and St. Louis).

Attached to this agenda item summary is the Executive Summary of the report submitted to Lumina Foundation for Education in June 2004.

Based on this research and report, Lumina Foundation for Education has awarded the MDHE \$225,000 for fiscal years 2005 and 2006 to refine and expand this project to include more Missouri colleges and universities with a particular emphasis on students enrolled in the state's public two-year institutions. This new research project will be conducted between September 1, 2004 and August 31, 2006.

RECOMMENDED ACTION

This is a discussion item only.

ATTACHMENT

Executive Summary: Access and Affordability - Patterns of Financial and Student Performance
Coordinating Board for Higher Education
December 2, 2004

ACCESS AND AFFORDABILITY: PATTERNS OF FINANCIAL AID AND STUDENT PERFORMANCE

Missouri Department of Higher Education Research Project Executive Summary¹

Given the decline in state and federal funding for higher education, increasing college costs, and declining incomes among families at the lowest income levels, concerns have been heightened about higher education access and completion. The role that student financial aid plays in promoting postsecondary access and completion has long been recognized. However, little information has been available on the impact on student performance from the full package of financial aid from all sources, and which students apply for financial aid. Research conducted by the Missouri Department of Higher Education (MDHE) in conjunction with the University of Missouri-Columbia Department of Economics and funded by Lumina Foundation for Education addresses these issues.

Two Basic Research Questions

During 2002 – 2004, data were collected and analyzed to address two basic questions: how does student financial aid of various types and from various sources impact different groups of students and their performance and success in college; and which students apply for financial aid by completing the Free Application for Federal Student Aid (FAFSA). FAFSA completion is an important issue as submission of this application is the first step to securing most types of federal, state, or institutional aid. This executive summary outlines major findings and policy implications related to both of these questions.

1. Student Financial Aid: Patterns and Impact

Relatively little is known about how the full package of financial aid from federal, state, and institutional sources available to individual students impacts their college attendance, retention and completion. This is especially true of financial aid provided directly by higher education institutions to students. In addition, research that tracks students during the course of their postsecondary enrollment, and following them in to the labor market, is limited. This project attempts to address these shortcomings.

Methodology: Assembling Student Information

Six Missouri public higher education institutions participated in this project by providing student-level financial aid information². These institutions are Missouri Western State College, Southeast Missouri State University, and the University of Missouri-Columbia, the University of Missouri-Kansas City, the University of Missouri-Rolla, and the University of Missouri-St. Louis. Both the diversity in location and in mission suggest that these six campuses enroll a representative cross-section of Missouri public higher

¹ The full report may be viewed on the Missouri Department of Higher Education's web site at www.dhe.mo.gov, or obtained by contacting the Educational Policy, Planning and Improvement Center at 573-751-2361.

² It is important to acknowledge the participation of a seventh institution, one of the state's public community colleges. However, this report focuses only on patterns for students enrolled in one of the four-year schools because of the limited community college data. The intention is to include community colleges and independent institutions in future research.

education students³. These six participating institutions account for nearly one-half (48%) of public four-year college enrollment in the state.

A data file consisting of information about all Missouri high school students enrolled as first-time freshmen in 1997 in one of the participating institutions was constructed, yielding information on a cohort of 6,375 students. This data file links together information from five sources for each student in the cohort:

- The Enhanced Missouri Student Achievement Study (EMSAS), consisting of information collected by the MDHE about high school academic preparation, fall enrollment, term-by-term academic progress, college degree completion, and a variety of demographic characteristics.
- FAFSA application data, providing information on family income and demographic characteristics.
- Unemployment Insurance wage records, enabling earnings data and type of sector/industry employed in to be identified.
- Institutional financial aid information from the participating institutions about the type, source and amount of aid individual students in this cohort received.
- ACT assessment records, providing demographic and student ability information.

The longitudinal data file tracks these 6,375 students from their freshman year in 1997 through the 2002-2003 academic year to examine the impact of financial aid on credit hours completed, cumulative grade point average, degrees received, and earnings⁴.

This project categorizes financial aid as either need or non-need aid⁵, and as awarded in the form of gift aid (e.g., grants and scholarships), loans, or work aid (e.g., work study).

Major Findings

- Student financial aid is provided in some 270 combinations of federal, state, and institutional financial aid.
- A substantial portion of the gift aid awarded to students comes from institutions, with the vast majority of this aid being non-need grants and scholarships.

Patterns among Income Groups

- While middle class students comprise only 37% of all students in the cohort, they receive nearly 50% of all aid dollars.
- While low-income students comprise 19% of all students in the cohort, they receive 50% of need aid and 30% of overall gift aid.

³ A comparison that is described in the full report shows student demographic and socioeconomic characteristics at participating and nonparticipating public four-year institutions to be very similar.

⁴ Non-school earnings data for this student cohort are very limited, since many had not yet entered the labor market. Future research intends to continue tracking these students into subsequent years, thereby providing more information about the earnings students realize after attending and/or completing college programs.

⁵ The use of the terms “need” and “non-need” (or merit) should not be construed as implying that those who qualify for need aid are academically unqualified or are not qualified to also receive non-need aid.

- Roughly one-half of the gift aid low-income students receive is a non-need grant or scholarship, a finding that challenges assumptions that low-income students are typically of low academic ability.
- Gift and loan aid are highly targeted to low-income students, although a fairly large share of loan aid (53%) and gift aid (42%) also goes to middle-income students.
- A substantial portion of the overall gift aid awarded comes from institutions, with nearly one-half of the gift aid received by low-income students coming from institutions.
- The vast majority of grants and scholarships awarded by institutions is non-need aid.
- Institutional aid is somewhat more progressive (i.e., favorable to low income students) than state aid, but less progressive than federal aid. The average amount of total aid from state or institutional sources is nearly identical for low- and middle-income students; however, the average federal awards are considerably higher for low-income students than for middle- or upper-income students.

Patterns by Race

- African American students receive significant percentages of the total aid dollars. While African American students make up just 7.5% of the cohort, they receive 14% of the total gift aid and 12% of all aid awarded from any source.
- The majority of gift aid for both African American and White students is non-need aid; however, the average gift award is considerably higher for African American students (\$3,472) as compared to White students (\$1,838).
- African American students on average borrow considerably more than White students. Loans from all sources total on average \$1,942 for African American students as compared to an average loan amount of \$1,119 for White students.
- Over 80% of African American graduates have taken out loans, with an average accumulated debt of \$18,162. In contrast, only 59% of White students had loans by the time of graduation, with an average accumulated loan debt of \$13,046. Even when controlling for family income, African American graduates have higher levels of debt.

Patterns by Ability Level

- As would be expected, total gift aid increases as ACT scores increase. High ability students receive a disproportionately larger portion of total gift aid dollars than students of low ability (57.8% compared to 11.9%). While comprising 30.5% of the cohort, students with an ACT score above 26 receive 24.5% of need based aid and 74% of non-need aid.
- The strong positive relationship between institutional aid and ACT scores suggests that institutions use aid to attract high ability students, especially those with ACT scores above 25 (the state average ACT score is 21).

Degree Completion Patterns

- On average, more students who receive some type of aid complete a degree within six years than students who receive no aid. With the exception of student loans, this pattern also holds for students who graduate within four years.
- On average, the receipt of gift aid increases the probability of graduating within four years by 3 percentage points and the six-year graduation probability by 5 percentage points, which are substantial increases in light of the fairly low four-year and six-year graduation rates in the state.

- Sixty percent of students who graduated within six years had student loans, with an average loan balance of \$13,633.

2. Who Fills Out a FAFSA?

The receipt of most types of financial aid is dependent upon the completion of the Free Application for Federal Student Aid (FAFSA). As the first step to qualifying for most types of federal, state, and institutional aid, the FAFSA serves as student financial aid gatekeeper. Examining who completes a FAFSA provides insights into the extent to which students, especially low-income students, are aware of and making use of financial aid opportunities.

2002 – 2003 FAFSA Filers

During the application cycle for the 2002-2003 academic year, there were 53,807 Missouri FAFSA filers who had never attended college but indicated their intent to do so. Major findings for these students include the following:

- Over one-half of applicants (56%) submitted a FAFSA after the MDHE deadline of March 31, thus missing out on applying for over \$41 million in state need aid.
- Nearly 60% of FAFSA applicants are female.
- While most of these applicants are under 19 years of age (69%), a sizable percentage are over age 25 (18%), suggesting the growing significance of nontraditional students in discussions of postsecondary access and financial aid.
- Slightly more than one-half of FAFSA applicants are first-generation college students.
- Forty-five percent of filers report a family adjusted gross income of less than \$35,000.

Freshmen FAFSA Applicants

This project also examined the 26,523 Missouri freshmen enrolled in a public two-year or four-year institution in the fall of 2002. Major findings for this group of enrolled freshmen related to FAFSA completion include the following:

- African American students have the highest FAFSA application rates (93.4%), followed by Hispanic (70%) and White (70%) students.
- There is considerable variation across institutions in the rate at which students complete the FAFSA. Generally, FAFSA completion rates are higher at four-year institutions than at two-year schools, although three community colleges have the highest application rates in the state. The high FAFSA completion rates at these three two-year institutions may reflect differences in enrollment patterns by race.

3. **Conclusions and Policy Implications**

- While the majority of students receive some type of financial aid, it is noteworthy that nearly one-fourth of fall 1997 freshmen received no aid during their freshman year. This suggests that the issue of college costs does not affect access for all incoming freshmen.
- The vast number of different types and combinations of financial aid make it difficult for students and their families to be knowledgeable about and/or understand the opportunities available for financing postsecondary education. Federal, state, and institutional financial aid policies and programs need to be more efficient and understandable.
- Institutional aid is a large and significant source of financial aid, but it is largely invisible to many students, their families, and to policy makers. To a considerable extent, institutional aid is a “black box”. Strategies for increasing information on this aid and/or for integrating institutional aid with state aid should be considered.
- A strong and positive association was observed between institutional aid and student ACT composite scores. Attracting the best students is obviously in the best interests of institutions. However, this enrollment management strategy perhaps causes institutions to unintentionally limit college opportunities for students with above average but not extremely high abilities. Consideration should be given to broadening the student ability range at which institutional aid, in particular gift aid, is targeted.
- Students who receive gift or work aid are more likely to graduate in four or six years than students who do not receive such aid, even after controlling for demographic traits and differences in high school preparation. This finding does not hold for loan aid. One mechanism by which aid may increase graduation rates is through work: students who receive gift aid have lower labor market earnings while in school.
- Race and income differences among students at the participating institutions are found. African American students accumulate more loan debt upon graduation than White students. Low-income students similarly accumulate a considerable amount of student loan debt. Institutional, state, and federal student financial aid policies need to promote more non-loan aid for all students, but especially for those groups of students who tend to borrow comparatively high amounts over the course of their college enrollment.
- Arbitrary cut-off dates for applying for financial aid and submitting the FAFSA need to be examined, especially in light of the finding that over one-half of FAFSA filers submit a FAFSA after the MDHE’s March 31 deadline. This deadline is in advance of that for filing tax returns, from which income information for the FAFSA is required. Outreach activities aimed at providing technical assistance and knowledge about FAFSA completion should be devised so that low-income and first-generation students in particular are assisted.
- Students receiving the state merit Bright Flight scholarship are currently not required to complete the FAFSA. Consideration should be given to making FAFSA submission a component of the Bright Flight eligibility requirements, to help insure that Bright Flight recipients are not missing opportunities for other aid merely because they have not filed a FAFSA.

AGENDA ITEM SUMMARY

AGENDA ITEM

Update on a Plan for Missouri's PreK-16 Activities and Efforts
Coordinating Board for Higher Education
December 2, 2004

DESCRIPTION

PreK-16 is a framework used by policymakers throughout the nation to improve teaching and learning at all educational levels. The essence of PreK-16 work involves collaborative efforts in studying issues, identifying goals and strategies, prioritizing the implementation of new initiatives, and systematically tracking agreed-upon success indicators. The intent of this board item is to provide an update on Missouri's PreK-16 work and to identify next steps.

Background

Since 1997, the Missouri Coordinating Board for Higher Education (CBHE) has maintained a commitment to work collaboratively with the State Board of Education and the Board of Curators of the University of Missouri on PreK-16 initiatives. Over the past years, Missouri's educational, business, and government leaders have engaged in numerous studies of PreK-16 topics and have issued several reports that include recommended actions for overall improvements in Missouri's education system. At its October 2004 meeting, CBHE members agreed that further study is not needed.

Both the CBHE and the State Board of Education have extensive experience in designing and positively impacting statewide initiatives associated with preparation challenges. These initiatives have resulted in positive impacts on both PreK-12 school systems and collegiate environments. In addition, several activities are ongoing, and new ones are constantly initiated that engage professional educators from both PreK-12 and higher education working collaboratively on important projects, e.g., GEAR UP, the MDHE Improving Teacher Quality Grant program, and College Goal Sunday. Missouri's approach to PreK-16 work, however, lacks a formal structure, thereby diffusing responsibility for coordinating statewide efforts, for sustaining improvements, and for regularly tracking success indicators.

Projections about the number and characteristics of Missouri's high school graduates reinforce the importance of ensuring a well-coordinated focus on preparation initiatives. Based on a national study recently released by the Western Interstate Commission for Higher Education (WICHE), ACT, and the College Board, Missouri is expected to have little to no growth in the number of high school graduates between 2001 and 2018. Furthermore, by 2014, 22 percent of Missouri's high school graduates are expected to be from minority groups and 54 percent to be from families earning less than \$50,000. While the overall number of students is not expected to increase, the proportion of at-risk students will

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likely increase; therefore, Missouri must do better in attending to needs of students currently in the PreK-12 pipeline.

Current data about the number of students enrolled in remedial coursework and their eventual success further emphasize this conclusion. Over 33 percent of first-time freshmen attending Missouri public institutions enrolled in at least one remedial course in 2003 - an increase of over 7 percentage points from 2000. Even a significant percentage of A+ high school graduates requires remedial coursework (27 percent in 2003). Approximately 79 percent of the high school graduates who need remediation attend community colleges. Data on students participating in community college remedial programs indicate that between 56.3 and 73.1 percent do not complete a degree program within three years. Although working with a smaller number of remedial students, public four-year institutions face similar challenges in the number of their remedial students who do not complete college degrees.

In preparing for future PreK-16 agendas, the following three strategic areas were identified on September 3, 2004, by the Commissioner of Education, the Commissioner of Higher Education, the Director of Economic Development, the President of the University of Missouri System, and representatives from higher education sector organizations, as priority areas for continued collaborative work by PreK-16 partners:

- Expand early awareness for beyond high school success
- Increase participation in and rigor of the high school core curriculum
- Improve teacher quality

All three of these areas focus attention on strategies to enhance the preparation of PreK-12 students for life after high school. Attention to the quality of PreK settings has been shown to make a difference in the success of students in later years. Early awareness in elementary and middle school is known to make a difference in confronting long held myths that have served as obstacles in the aspiration levels of young persons, especially those living in poverty. The importance of completing a rigorous high school core curriculum has been shown to make a significant difference in first year grade point averages and graduation rates of collegiate students. National experts have identified teacher quality as the single most important factor affecting student learning.

In response, many states have actively launched innovative state-level projects in these strategic areas including raising standards for teachers in early care settings, initiating media campaigns targeted at middle school students, making the core curriculum a default curriculum for all high school students, and collecting data on K-12 student performance to measure teacher quality. In turn, these data are used to design an accountability system for collegiate teacher education programs. Missouri's approach to these issues has been sporadic and requires more systematic state-level coordination among PreK-16 partners.

New Coordinating Board on Early Childhood

With the anticipated establishment of a new Coordinating Board for Early Childhood authorized by House Bill 1453, future PreK-16 work should also ensure participation by this group in designing and supporting statewide initiatives. The Coordinating Board for Early Childhood will be an arm of the Children's Services Commission, which was established in 1983. The Commission has been instrumental in promoting the sharing of information across state agencies, advocating for legislative initiatives that will have a positive effect on young children, and serving as a catalyst for change throughout Missouri's early childhood education system. The protection, care, and education of young children from infancy forward are emerging as both national and state priorities as policymakers gain greater understandings of brain development in the early years and its long-term effects on the quality of life that is passed from one generation to the next. Higher education plays a significant role in providing quality educational pathways for early childhood professionals and in collecting and disseminating data about early childhood settings.

By statute, the Coordinating Board for Early Childhood shall include, but is not limited to, representatives from each of the following:

- The Governor's Office,
- State departments: health and senior services, mental health, social services, and elementary and secondary education,
- The judiciary, and
- The Family and Community Trust Board.

In addition, nine positions will be appointed by the governor with the advice and consent of the senate. These nine positions are to be representatives of business, philanthropy, civic groups, faith-based organizations, parent groups, advocacy organizations, early childhood service providers, and other stakeholders. It is anticipated that appointments to the Coordinating Board for Early Childhood will be announced on November 22, 2004, at the next Children's Services Commission meeting.

The Coordinating Board for Early Childhood is expected to develop a comprehensive, statewide, long-range strategic plan for a cohesive early childhood system. A number of other responsibilities associated with promoting and improving early childhood settings, working on new legislation, and engaging public and private entities in support of services are also assigned to this board. In addition, the Coordinating Board for Early Childhood Fund will be established and authorized to receive both public and private funds to support the work of this board.

Next Steps

As a first step, the formation of a permanent PreK-16 standing committee that has responsibility to develop, promote, sustain, and evaluate a Missouri PreK-16 plan of action is needed. While there are several models for such a structure, the selected model will need substantial legislative and state agency

support. Without such an intentional structure that cuts across the independent education boards operative in Missouri, PreK-16 work will remain diffused and sporadic.

This approach is consistent with the work of the Commission on the Future of Higher Education that stressed the importance of appointing a formal cross-sector group that would be action-oriented with an emphasis on achieving results. The priority areas identified on September 3, 2004 and discussed earlier should serve as a starting point for identifying a realistic action plan that has support across all PreK-16 boards. The CBHE is well-positioned to bring forward strategies to improve preparation of PreK-12 students that are included in the department's strategic plan and that were identified by the board at its 2004 planning retreat. These strategies, however, need further elaboration, design, prioritization, and engaged commitment from our PreK-16 partners. The integrated PreK-16 data system being developed by MDHE and DESE with support from a Southwestern Bell Corporation grant will provide further opportunities for data on PreK-16 issues to inform the work of a PreK-16 standing committee.

Conclusions

PreK-16 is an intentional strategy to align educational systems so that students are well-prepared to succeed from one educational level to the next. States have increased understandings that their commitment to an intentional PreK-16 agenda is an investment in the state's economic future by better preparing a highly trained, highly skilled workforce. Assigning responsibility to develop, promote, and monitor a focused PreK-16 plan of action to a cross-sector PreK-16 standing committee has the potential to ensure a coordinated, sustained PreK-16 effort and to inform future public policy initiatives.

In looking to the future, it is important to acknowledge that the availability of new dollars in state funding for PreK-16 work will be limited. In addition, the current turnover in key government and education leadership positions provide Missouri with an opportunity to regenerate a focused discussion on PreK-16 statewide priorities, strategies, success indicators, and structures. To be successful, however, all PreK-16 partners need to remain focused on a few priority goals and to become intentional in designing a cross-sector structure with responsibility for setting a plan of action and monitoring results.

STATUTORY REFERENCE

Section 167.223, RSMo, High School Offerings of Postsecondary Course Options
Section 173.005.2(4), RSMo, Admission Guidelines
Section 173.005.2(6), RSMo, Transfer of Students
Section 173.005.2(7), RSMo, Data Collection
Section 173.020(2), RSMo, Identification of Higher Education Needs

RECOMMENDED ACTION

This is a discussion item only.

ATTACHMENT (S)

None

INFORMATION ITEMS

Tab

- 1 Distribution of Community College Funds
- 2 Financial Statements Audit of the MDHE Student Loan Program
- 3 Results from the 2003-2004 Postsecondary Technical Education
(RTEC) Survey
- 4 Measuring Value-Added Student Learning Status and Next Steps
- 5 Update on the CBHE Committee on Transfer and Articulation
- 6 Proprietary School Certification Actions and Reviews
- 7 Appointments to the CBHE Proprietary School Advisory Committee
- 8 Academic Program Actions

AGENDA ITEM SUMMARY

AGENDA ITEM

Distribution of Community College Funds
Coordinating Board for Higher Education
December 2, 2004

DESCRIPTION

The process for making state aid payments to the community colleges in FY 2005 will be monthly. All FY 2005 state aid appropriations are subject to a three percent governor's reserve.

The payment schedule for October through November 2004 state aid distributions is summarized below.

State Aid (excluding M&R) – GR portion	\$ 13,404,446
State Aid – lottery portion	957,088
Workforce Preparation – GR portion	2,418,766
Workforce Preparation – lottery portion	215,398
Out-of-District Programs	190,118
Technical Education	3,305,810
Workforce Preparation for TANF Recipients	265,794
Maintenance and Repair	<u>490,771</u>
TOTAL	\$ 21,248,191

Payments for capital appropriations, pursuant to House Bill 20 (previously House Bill 16), were made in the amount of \$27,818.64 to St. Louis Community College and \$23,028.10 to Jefferson College.

In addition, pursuant to the request of the MCCA Presidents and Chancellors Council, DHE will distribute state aid funds to community colleges in accordance with their Funding Formula Recommendation (which was approved by CBHE on June 10, 2004), beginning with the January 2005 payments.

The total distribution of state higher education funds to community colleges during this period is \$21,299,037.74.

STATUTORY REFERENCE

Section 163.191, RSMo

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December 2, 2004

RECOMMENDED ACTION

This is an information item only.

ATTACHMENT(S)

None

AGENDA ITEM SUMMARY

AGENDA ITEM

Financial Statements Audit of the MDHE Student Loan Program
Coordinating Board for Higher Education
December 2, 2004

DESCRIPTION

Traditionally, the State Auditor's Office (SAO) performed a financial statements audit of the MDHE Student Loan Program as part of the SAO's annual statewide single audit of federal programs operated by Missouri state government agencies. Beginning in FY 2003, due to limited resources and absent a specific statutory mandate, the SAO decided to forego their audit of the financial statements of the MDHE Student Loan Program. Pursuant to federal requirements, the SAO continues to audit certain aspects of the MDHE Student Loan Program.

The MDHE, acting through the Office of Administration, Division of Purchasing and Materials Management, recently entered into a contract with the audit firm of BKD, LLP to perform a financial statements audit of the MDHE Student Loan Program for FY 2003 and FY 2004. The total contract price is \$96,300. Upon completion of the audit, copies of the final report prepared by BKD will be provided to the Governor, the Coordinating Board, and the Commissioner of Higher Education.

STATUTORY REFERENCE

Sections 173.095-173.187, RSMo, MDHE Student Loan Program

RECOMMENDED ACTION

This is an information item only.

ATTACHMENT(S)

None

AGENDA ITEM SUMMARY

AGENDA ITEM

Results from the 2003-2004 Postsecondary Technical Education (RTEC) Survey
Coordinating Board for Higher Education
December 2, 2004

DESCRIPTION

This information item provides selected results from the 2003-2004 Postsecondary Technical Education (RTEC) survey completed during summer 2004.

Background

As required by Section 178.637(2), RSMo, the Coordinating Board continues to monitor the outcomes of the state's system of postsecondary technical education. Annually, each community college and Linn State Technical College complete the Postsecondary Technical Education (RTEC) survey. The survey gathers information on not only the main campus, but each site offering postsecondary technical education. Presented here are selected results from that survey.

Postsecondary Technical Education

- More than 27,000 students enrolled in technical education programs, with highest enrollments reported in areas of business, management, and marketing; health professions and related clinical services; computer and information sciences; and engineering technology. This is an increase of just over 300 students from 2002-2003.
- Over \$84 million (\$84,049,171) was expended in 2003-2004 for postsecondary technical education in the two-year sector, compared to \$81,729,560 in 2002-2003, an increase of more than \$2.3 million. In FY 2004, nearly \$20 million was appropriated to the community colleges for Regional Technical Education initiatives.
- During 2003-2004, two-year institutions offered 773 programs that could lead to a certificate or associate degree in some form of technical education, as well as 7 apprenticeship programs. More than 160 of those programs were separate and distinct; 27 fewer separate and distinct programs than in 2002-2003 (187).

While the number of apprenticeship programs remained the same during 2002-2003 and 2003-2004, the number of programs that could lead to a certificate or associate degree declined from 781. More than 4,300 students received a certificate or an associate degree in an area of technical education, with the majority in health professions; business management

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and marketing; and computer and information sciences. This represents an increase of 10 percent over 2002-2003.

- Twenty-five (25) students completed an apprenticeship program, and 767 received specialized, industry-based certification during 2003-2004. While the number of apprenticeship program completers declined from 36 in 2002-2003, the number of students receiving certification increased from 744 in 2002-2003, or by slightly more than 3 percent. The majority of apprenticeships during both time periods were completed in precision production trades and engineering technology, while the greatest number of students received certification in areas of engineering technology, protective services, precision production trades, and health-related fields.

New Jobs Program

The Missouri Community College New Jobs Training Program was designed to respond to the need for an expanded and improved workforce training program. In 2003-2004, institutions worked with 35 participating companies and provided training for more than 12,250 working adults during that period. During 2002-2003, 46 companies participated and provided training for more than 19,500 working adults.

Customized and Contract Training

Missouri's community colleges and Linn State Technical College provided customized training for more than 200 companies. The number of working adults trained, however, declined between 2002-2003 and 2003-2004 by 12,014, or by slightly more than 30 percent. One possible explanation for the decline may be the decrease in funding at the Department of Economic Development. The department, which funds businesses to take advantage of customized training, has seen a 50 percent decline in their budget since 2001.

Fifty (50) more companies took advantage of contract training opportunities at two-year institutions in 2003-2004 than did in 2002-2003 (154 v. 104), but the number of working adults trained declined considerably, from 5,809 in 2002-2003 to 1,647 in 2003-2004. The decline may again be due to a decrease in funding at the community college level and resulting faculty layoffs.

STATUTORY REFERENCE

Section 178.637(2), RSMo, Strengthening the delivery of postsecondary technical education
Sections 178.892 through 178.896, RSMo, Community college job training program

RECOMMENDED ACTION

This is an information item only.

ATTACHMENT

None

Coordinating Board for Higher Education
December 2, 2004

AGENDA ITEM SUMMARY

AGENDA ITEM

Measuring Value-Added Student Learning Status and Next Steps
Coordinating Board for Higher Education
December 2, 2004

DESCRIPTION

Systematic assessment of student learning provides important data about individual, programmatic, and institutional performance. These data potentially set a context for reflection as well as exploration of possible actions for students, faculty, and administrators that will result in continuous improvement. Missouri's experiment with measuring value-added student learning has the potential to provide a wealth of information that can be used to inform institutional, state, and national agendas on this topic. The intent of this item is to update the Board on the status of the Measuring Value-Added Student Learning pilot project and identify next steps.

Background

Over a year ago, the Missouri Department of Higher Education (MDHE) began working with public institutions to establish the Missouri Consortium for Measuring Value-Added Student Learning (MVASL). This consortium has partnered with RAND's Council for Aid to Education (CAE) to pilot the administration of the Collegiate Learning Assessment (CLA) at many of the state's higher education institutions, including public two-year, public four-year, and independent institutions. The CLA instrument is designed to measure the amount of value institutions add to student learning in three important areas: analytic reasoning, critical thinking, and writing. Funds to finance fall 2004 testing were secured, and a Memorandum of Agreement was negotiated between CAE and the Missouri Consortium for MVASL.

With varying levels of student participation and motivation, the CLA was administered during the fall testing window to entering students. CAE and the Missouri Consortium are working both independently and collaboratively to better understand which elements of CLA testing were effective and ineffective, including why some institutions decided to delay all testing to a later time. CAE conducted a direct survey of many campus representatives to solicit input about the testing process. In addition, the Missouri Consortium (through a Missouri Assessment Consortium meeting, conference calls, and e-mail exchange) has been gathering information to assess the experience of Missouri institutions with the fall CLA testing process.

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In mid-December, representatives from CAE and the Missouri Consortium will participate in a conference call to share what has been learned. Initial impressions suggest that student recruitment and the level of student engagement in completing the CLA instrument are two of the most significant concerns related to CLA testing. Though they used a variety of incentives and recruitment methods, campuses in Missouri and nationwide that recruited student volunteers often fell short of respective sampling goals. In addition, even when student volunteers or mandatory participants were present to complete the CLA instrument, concerns were raised that students may not have demonstrated their best efforts since many completed the tasks within an unexpectedly short amount of time. The number of students sampled and their earnest efforts at completing the CLA instrument are major issues that will determine, among others, the resulting data's level of validity and reliability. Assuming the availability of external funding, these issues will be the subject of continuing evaluation as the CAE/Missouri Consortium completes this pilot year and embarks on a longitudinal study.

Despite challenges experienced by Missouri institutions in administering the CLA during the fall semester, campus representatives have generally indicated that faculty who completed or experimented with the CLA instrument found it to be interesting and engaging. According to several campus representatives, entering students who participated in testing also liked the CLA instrument because it tested their ability to think rather than testing for particular content knowledge. Further, compared to the administration of other online instruments, overall the CLA's technical administration went fairly well, as generally reported by the campus representatives.

Approximately \$120,000 in funding to administer the CLA instrument to exiting students during the spring 2005 semester and to complete the pilot project is being jointly pursued by CAE and the Missouri Consortium for MVASL. A concept paper, included as an attachment, has been submitted to external funding sources for this purpose. In addition to the short-term goal of completing the pilot project, the concept paper emphasizes the long-term goals of the CAE/Missouri Consortium partnership in perfecting the CLA instrument, improving the administration process, increasing faculty/staff understanding and support, using CLA results to inform internal improvement efforts, and, ultimately, increasing the level of higher education's public accountability and support.

The concept paper emphasizes the partnership's expectation that the data generated regarding value-added student learning at each individual institution will be used for internal continuous improvement efforts. Real improvements are only likely to occur within an internal institutional culture of improvement with widespread faculty support. Emphasizing the non-punitive nature of participation in the CLA project is central to better understanding and improving institutional contributions to student learning and, ultimately, improving public accountability and support. Missouri is well-positioned to develop a statewide model and become a national leader in assessing value-added student learning but will only do so with the genuine and vigorous support and participation of the campus administrators and faculty who have direct responsibility for the delivery of higher education courses and programs.

Conclusion

From its inception, Missouri's pilot project on Measuring Value-Added Student Learning was designed as a cost-effective, low-stakes opportunity for a consortium of Missouri institutions to experiment with assessments of critical thinking, analytic reasoning, and written communication as measured by the CLA instrument. Design features and implementation processes are major topics that continue to be discussed by institutional representatives. This discussion is achieving one of the intended objectives of the pilot project - to increase extensive networking about assessment issues and challenges among Missouri's academic community that will help inform future institutional, state, and national agendas.

STATUTORY REFERENCE

Section 173.005.2(7), RSMo, CBHE statutory responsibility for gathering data from state-supported institutions

RECOMMENDED ACTION

This is an information item only.

ATTACHMENTS

- Attachment A: CAE/Missouri Consortium for Measuring Value-Added Student Learning Concept Paper
- Attachment B: Diagram of Past CAE/Missouri Partnership Activities, Proposed Short-term Activities, and Long-Term Goals

CAE/Missouri Consortium for Measuring Value Added Student Learning CONCEPT PAPER

INTRODUCTION

RAND's Council for Aid to Education (CAE) and the Missouri Consortium for Measuring Value-Added Student Learning (MVASL), which includes 33 higher education institutions, have formed an innovative partnership to pilot the Collegiate Learning Assessment (CLA) on public and independent two- and four-year campuses across Missouri. In addition to the \$100,000 that has already been contributed to this endeavor by CAE and the Missouri Consortium, the CAE/Missouri Partnership seeks \$120,000 to complete its CLA pilot project to demonstrate a proof of concept that uses measurements of critical thinking, analytic reasoning, and written communication skills to benchmark value-added student learning outcomes at the college level as a basis for continuous improvement and, ultimately, public accountability.

BACKGROUND

Interest in systematically measuring collegiate-level learning has been in the national spotlight for several decades. Despite an increasing level of assessment on college campuses, clear evidence of the value-added effects of attending a particular postsecondary institution, much less the collective contribution to learning across multiple institutions within a single state, remains elusive. Approaches to demonstrate value-added student learning are often thwarted by the expense required, the difficulty of ensuring a valid methodological design, and opposition from vested groups both within and outside the academy. Student motivation, faculty interest and support, the use and interpretation of data, follow-up activities, and political will are some of the reasons why institutions and states find it difficult to sustain a measurement agenda that results in systemic change.

Council for Aid to Education (CAE)

The Council for Aid to Education (CAE) has been part of the RAND Corporation since 1996. CAE is a nonprofit organization that was initially established in 1952 to encourage the growth of higher education and track corporate support of education. Currently, CAE is focusing on the important issues of improving the quality of undergraduate education and improving minority access. (See www.cae.org for more information regarding the history and activities of the CAE.)

CAE's commitment to promote higher education improvement and access is manifested through its Collegiate Learning Assessment (CLA) project, which is a national initiative to directly assess the quality of undergraduate education, especially students' analytic reasoning, critical thinking, and written communication skills. These three higher-order skill areas were chosen as important dimensions of quality because of their commonality across virtually all higher education institutions and their centrality as key criteria in all definitions of a college-educated person.

The goal of the CLA is to help higher education become more effective and efficient at ensuring *student learning* by providing meaningful, direct measures of student progress, focusing on

undergraduate learning at both two- and four-year institutions, and becoming the trusted source for direct measures of institutional effectiveness, including comparative data.

The primary activities of the CLA project are (a) to develop direct measures of quality in terms of value-added student learning by continuing to validate the CLA instrument and improve its administration; (b) to generate a national database of student and institutional results; and (c) in turn, to create a performance-based assessment model informed by the CLA results that can ultimately benefit national improvement efforts, state-level initiatives, institutional decisions, academic program changes, and individual student outcomes. Clearly, each of these benefits will require different nuances in design and delivery to be fully realized.

In addition to informing a national-level discussion regarding states' investment in higher education and the return thereby received, administering the CLA generates important data for individual higher education institutions regarding improvements in students' critical thinking, analytic reasoning, and written communication skills. The results of the CLA can thus be used by institutions for assessment and improvement, self-studies, institutional research, accreditation, grant writing, recruitment, faculty development, alumni outreach, and curricular and programmatic planning and reform. Fully realizing all of these potential applications, however, will require further work to validate the CLA instrument and improve its administration process, to develop institutional and faculty commitment, to understand and enhance student motivation to participate and put forth sincere attempts at completing the CLA tasks, and to explore the legitimate uses and limitations of the resulting data at multiple units of analysis.

While the number of institutions using the CLA is growing and CAE is beginning to work with consortia, up to this point, CAE has primarily negotiated the use of the CLA instrument to measure student learning on an institution-by-institution basis. Additionally, CAE has spent much of the time in the beginning years of its national initiative project validating the CLA instrument. The CLA project also initially used institutions as the single unit of analysis to generate data to primarily satisfy accountability purposes with external constituencies. Although the CLA instrument does offer many benefits to individual institutions, the breadth and depth of its impact is currently limited in scope as it is not being fully exploited for use at the state and individual student levels. In short, experimentation among a diversity of institutions within a single state has the potential to generate the additional refinements that are needed to reach the potential versatility of CLA applications. As it is currently implemented, the CLA project can play only a marginal role in informing national, state, and institutional policy discussions.

Use of CLA by *Measuring Up 2004*

The *Measuring Up 2000* and *Measuring Up 2002* national report cards assigned all states' higher education systems an "Incomplete" grade for student learning. CAE's development of the CLA has been one response to this criticism that there are few effective and authentic measures of student learning and skills' improvement attributable to postsecondary participation.

In fact, because of its interest in addressing the incomplete learning grade given to states in previous reports, *Measuring Up 2004* described results from a five-state pilot project as a

benchmark for best practices in measuring learning. As part of the *Measuring Up* pilot project, multiple measures were used to gauge student learning. One of these measures was based on four-year students' performance on the CLA instrument with an interest in using the state as an additional unit of analysis.

In reviewing the pilot project as described, several issues can be identified that suggest refinements for the future. The decision to participate in this five-state project was negotiated at the board level with accountability for states as a major driver. Since the project was designed at the outset as an accountability pilot project, faculty ownership and student engagement were marginal on some campuses, thereby potentially limiting conclusions that could be drawn from these efforts. Activities that emphasize continuous improvement in student learning at the front end instead of accountability are more likely to generate faculty ownership. The challenge of student engagement also requires more front-end time working with students, helping them to understand the value of assessment and ensuring that institutions use appropriate incentives for engaged participation.

Moreover, this five-state pilot project used a different instrument for measuring student outcomes at two-year institutions. This approach suggests that the learning in lower-division courses at two-year institutions is qualitatively different from the learning at four-year institutions. As an alternative strategy, using a single instrument for student learning across educational sectors is more aligned with states' commitment to develop a seamless P-16 system, including the transition from two-year to four-year institutions.

Missouri as a Model State

Missouri is unique in that it has expended considerable time and effort in articulating a rationale for the inclusion of general education as a significant part of baccalaureate education and developing a credit transfer policy with a 42-hour block of general education credit. This approach moves the state away from course titles and seat time as a basis for the transfer of general education courses, allows for flexibility on each campus, and avoids a single general education curriculum for all institutions. As emphasized by Missouri's statewide general education policy, "General education is...a core responsibility of the academy as well as a foundation curriculum for students." This policy prescribes state-level goals for student skills and knowledge and provides illustrative competencies for student performance in general education. If completed as a block of credit at a single institution, the 42-hour block of credit is deemed to be equivalent at Missouri's public institutions and many of Missouri's independent institutions.

Assessment of general education skills and knowledge becomes a key component in ensuring that there is integrity in the curriculum taught on a particular campus and that minimal performance standards are demonstrated. The CLA instrument measures student learning related to three particular skill areas identified in Missouri's general education matrix: communicating, higher-order thinking, and managing information. Utilization of the CLA by Missouri campuses provides an opportunity to move the state's assessment agenda with more consistency across campuses.

Higher education in Missouri also has a long history of organized assessment efforts and emphasizes the importance of general education skills; however, the missing part of the puzzle has been an effective way to measure student learning of general education skills. In addition to using different instrumentation, institutions have also varied greatly on when assessments have been given and in the methodological designs used to draw conclusions about learning.

Assessment practitioners admit that their ability to demonstrate value-added student learning with regard to the higher order skills that are the focus of general education curriculum is extremely limited. It is this need and this desire to demonstrate the learning of higher-order skills that has prompted the Missouri assessment community to seek an effective instrument to measure the General Education Goals and Objectives established in the state.

In searching for ways to enhance the assessment of general education, the Missouri Department of Higher Education (MDHE) continues to prefer strategies that will avoid legislative mandates for institutional accountability. Rather, the state has a long tradition of using consensus-building strategies to promote assessment and to measure the impact of assessment on campus-level improvement efforts. While these strategies require more front-end time, they have the potential to bring about lasting change. The MDHE believes that continuous improvement processes and the mechanisms that inform them should be designed in the state's approach to working on reform agendas with institutions. While accountability is important, it is seen as a by-product of, rather than a major driver for, continuous improvement. Compliance models simply do not withstand the test of time.

Thus, Missouri's interest in measuring value-added student learning is focused on helping institutions better demonstrate the types and amount of educational capital they produce, especially through their general education programs, i.e., the value-added in terms of student learning as a result of spending time on a particular campus. To achieve this goal, higher education institutions within Missouri and the MDHE have formed the Missouri Consortium for Measuring Value-Added Student Learning (MVASL). This independent organization is partnering with CAE to utilize the CLA instrument to measure value-added student learning and to advance the state's and institutions' performance improvement agendas.

THE CAE/MISSOURI CONSORTIUM FOR MVASL PARTNERSHIP

The Missouri Consortium for MVASL includes 33 institutions across the state that have contributed about \$2,000 each to participate in the statewide discussion and to pilot the administration of the CLA instrument to generate data regarding value-added student learning. The diversity of institutions, including small and large, two- and four-year, public and independent, provides an opportunity to understand better what works and why.

Of these institutions, 27 have administered the CLA to entering students during the fall 2004 semester. Funding to complete this pilot project by testing exiting students during the spring 2005 semester and, for a few institutions, entering students in fall 2005, is being sought. If this proof of concept study is successful, the CAE/Missouri Partnership intends to pursue a

longitudinal design that follows freshmen through to graduation, a five-year study that would embed this approach in Missouri's higher education institutions and provide important information for state policymakers. However, the current cross-sectional study will (a) provide meaningful data that will help individual institutions assess the level of value they added to students' learning given the students' initial level of input, and (b) provide useful aggregate summary indicators of how well Missouri's colleges and universities are doing for state policymakers.

The proposed Missouri/CAE project is designed to overcome many of the challenges and obstacles faced by earlier efforts at administering the CLA. CAE and the Missouri Consortium will work together to benefit both organizations and participating institutions and to advance the national discussion on measuring student learning. The diagram below offers a visual representation of the partnership's activities to date, proposed short-term activities, and long-term goals.

INSERT DIAGRAM HERE

In the short term, this partnership will continue validation of the instrument itself, and by joining forces with CAE to improve the CLA administration process, campus-level frustrations that have been experienced among some faculty, staff, and students will be reduced. Further efforts at ensuring faculty and staff buy-in will legitimate the CLA's use. Significant attention to student motivation issues is also necessary to generate needed sample sizes and ensure valid and reliable data. Once these elements are in place, attention can then turn to better understanding the data, its potential uses, and its limitations.

In the long term, after the short-term refinements take place, the CLA's potential for improving institutional and statewide performance and increasing higher education's accountability and public support may be more fully realized. Finally, the end goal of establishing a model state assessment program might be realized.

More specifically, this innovative partnership will generate the following short-term and long-term benefits to the State of Missouri and its institutions.

Short-term Benefits to Missouri and Its Institutions

- Fostering statewide discourse on and experimentation with a performance-based assessment model informed by the CLA results;
- Experimenting with ways to enhance student engagement in assessment activities;
- Providing a public statewide forum for sharing best practices that contribute to student learning;
- Focusing on improvement at individual institutions and across the state;
- Shaping the anonymous comparison of institutions to similar institutions, thereby removing resistance that has derailed previous attempts at assessment efforts;
- Examining the amount of value-added by comparing the skills of entering students, to rising juniors, to exiting students;

ATTACHMENT

- Including independent institutions that educate a significant number of Missouri students, especially adult learners, but are often excluded from state-level assessment discussions; and
- Generating student learning data that can be examined based on a cross-sectional snapshot.

Long-term Benefits to Missouri and Its Institutions

- Demonstrating best practices to motivate staff and faculty to prioritize the measurement of value-added student learning;
- Establishing a statewide database to explore the relationship between value-added student learning and institutional processes, e.g. course requirements, curriculum design strategies and/or results, and retention and graduation rates;
- Producing results that will help the state better understand and utilize its intellectual capital;
- Understanding better how to serve underachieving students and subpopulations of students;
- Developing a mechanism by which institutions can compare their performance against themselves across time for improvement purposes;
- Generating data that will potentially permit research regarding several different units of analysis including the state as a whole, individual institutions, sectors (public two-year, public four-year, and independent), schools/colleges within institutions, disciplines/programs, groups of students (e.g. gender, ethnicity, full-time/part-time), and individual students;
- Offering the opportunity to examine longitudinal results (assuming long-term funding is secured); and
- Developing a model state assessment program.

In addition, the CAE/Missouri Partnership will serve to generate the following short-term and long-term benefits to CAE.

Short-term Benefits to CAE

- Further validate and refine the CAE's CLA assessment instrument and its administration in a state that is large enough to offer significant variation and generalizable conclusions but small enough to be manageable;
- Significantly expand the national database of institutions using the CLA instrument thereby generating national norms, understanding best practices, and increasing benchmarking opportunities for all institutions;
- Pilot CLA testing at two-year institutions;
- Establish guidelines for developing an effective working relationship between a national organization and a state consortium; and
- Provide experience in meeting the needs of diverse consortium members instead of negotiating institution-by-institution.

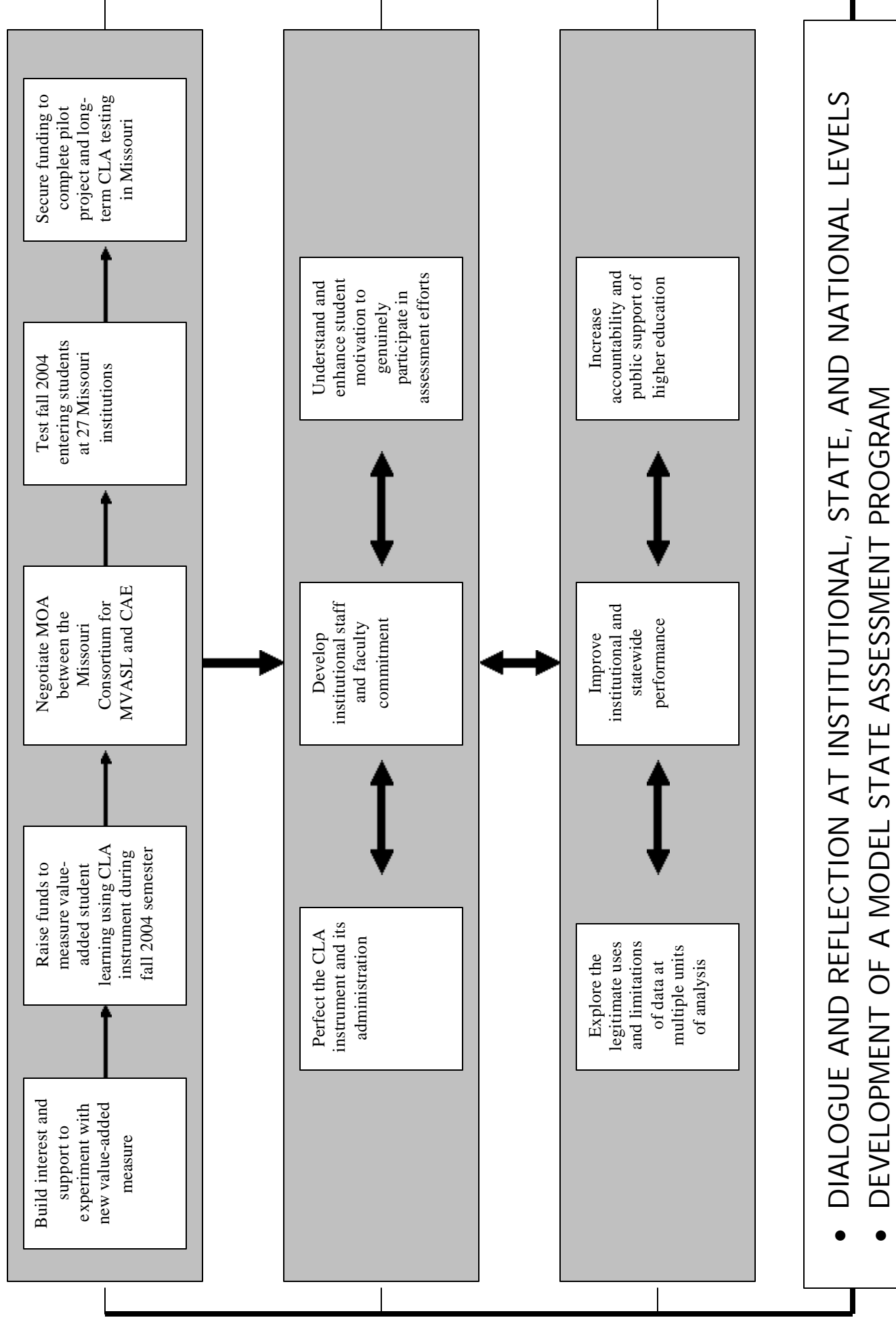
Long-term Benefits to CAE

- Differentiate levels and scope of data needed to inform interventions to improve individual student learning in addition to experimenting with interventions to improve the amount of value-added student learning operative on an entire campus;
- Design a focused research agenda utilizing the collective skills and expertise of national and state-level assessment professionals; and
- Contribute to a long-term debate regarding valid and reliable methods of measuring student learning by generating long-term data across many states and sectors to inform long-term responses to improving higher education and ensuring public accountability.

Despite recent financial strains, Missouri is a state determined to advance its higher education offerings through efforts to promote continuous improvement and performance excellence, both at the institutional and state levels. Accordingly, Missouri is committed to better measuring the value added by institutions to student learning and skills. The Missouri Consortium for MVASL has teamed with CAE to improve the CLA instrument and its administration, to develop methods to secure institutional staff and faculty commitment, and to learn how better to motivate students to complete the CLA instrument through experiments with course embedding and utilization of various incentives. The information netted through CLA testing in Missouri will lead to improvements in institutional and state-level performance. Also important, in the long run, this statewide project is expected to improve accountability to and the support of policymakers, elected officials, taxpayers, parents, and students.

Your \$120,000 contribution to Missouri's efforts to measure value-added student learning, improve institutional and statewide performance, and advance public accountability and support of higher education will help advance Missouri to higher standards of performance. Further, your support of the CAE/Missouri Partnership will ensure nationwide benefits from the innovative experimentation of a single state.

Past CAE/Missouri Partnership Activities, Proposed Short-term Activities, and Long-term Goals



- DIALOGUE AND REFLECTION AT INSTITUTIONAL, STATE, AND NATIONAL LEVELS
- DEVELOPMENT OF A MODEL STATE ASSESSMENT PROGRAM

AGENDA ITEM SUMMARY

AGENDA ITEM

Update on the Committee on Transfer and Articulation
Coordinating Board for Higher Education
December 2, 2004

DESCRIPTION

The CBHE Committee on Transfer and Articulation (COTA) has responsibility to promote and monitor the board's Credit Transfer policies and to work with institutional representatives to ensure successful student transfer and effective articulation agreements. The intent of this board item is to provide an update on recent activities of COTA.

Background

COTA met on October 18, 2004, in Jefferson City. Agenda items for the meeting included an update on the transfer discussion between the Council on Public Higher Education (COPHE) and the Missouri Community College Association (MCCA), an update on dual credit issues, a review of proposed articulation guidelines, and a presentation by the Department of Elementary and Secondary Education (DESE) on model articulations in technical preparation (tech/prep) programs. The current COTA membership roster is attached.

COPHE/MCCA Transfer Discussion

COTA members received a status report from Dr. Stephen Lehmkuhle about the ad hoc COPHE/MCCA steering committee, which has been discussing transfer issues and challenges. The committee is chaired by Dr. Kenneth Dobbins, President, Southeast Missouri State University and chair of COPHE, and Dr. Evelyn Jorgenson, President, Moberly Area Community College and former chair of the MCCA Presidents and Chancellors' Council. Other members include:

- Dr. Terry Barnes, President, Mineral Area College
- Dr. Barbara Dixon, President, Truman State University
- Dr. Donald Doucette, Vice Chancellor, Education Services & Instructional Technology, Metropolitan Community Colleges
- Dr. Stephen Lehmkuhle, Senior Vice President for Academic Affairs, University of Missouri System
- Dr. John McGuire, President, St. Charles Community College
- Dr. James Scanlon, President, Missouri Western State College

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The steering committee has focused its attention on a common COPHE/MCCA legislative agenda, the content of a joint statement by presidents and chancellors in support of transfer, and a list of lingering transfer challenges. Dr. Lehmkuhle shared that the work of the steering committee is not intended to circumvent the work of COTA. Any policy changes that result from the steering committee's work will be shared with COTA for review and comment prior to being sent to the CBHE. In addition to the joint statement in support of transfer, the steering committee is working on a framework for lingering transfer issues including lower-division requirements for general education, transfer of more than 64 lower-division credit hours, and reduction of course duplication for courses with similar content and labels offered at different levels.

Dual Credit

Based on a Missouri Department of Higher Education (MDHE) survey, 29 institutions were previously listed on the MDHE web site as having self-reported compliance with the CBHE dual credit policy guidelines. Two institutions, originally awarded conditional compliance, have submitted additional information and have been approved for full compliance designation. The list of 31 institutions reporting compliance with the dual credit policies is available from MDHE and will be posted on the MDHE website.

Articulation Guidelines

COTA reviewed a draft submitted by chief academic officers on early childhood education articulation guidelines. The proposed guidelines, which identify educational and career pathways along with expected competencies, were approved and will be available on the MDHE web site.

Representatives from DESE met with COTA and provided information about two model statewide articulation agreements for technical programs: Automotive Technology and Cisco Networking Associate. These programs, taught at both the secondary and postsecondary levels, require students to maintain minimum GPAs and competency standards to remain enrolled in good standing. COTA encouraged DESE to include proprietary schools and four-year institutions with applied technology degrees in the development and review process for all articulation agreements in technical areas. COTA will review the current agreements with constituents, collate findings, and communicate with DESE about the receptivity of colleges and universities to these two proposed agreements.

COTA members also agreed to explore the potential of developing statewide guidelines for articulation for teacher education programs.

Work Session

COTA intends to hold a formal work session in early winter 2005 with all members present to discuss challenges and priorities.

Conclusions

An efficient and effective transfer and articulation system serves to ensure the cost-effectiveness of and successful participation in Missouri's system of higher education. Developing statewide guidelines for articulation in specific technical and professional programs acknowledges the mobility of students and supports increased collaboration among institutions.

STATUTORY REFERENCE

Section 173.020(3) and 173.005.2(6), RSMo, Responsibilities of the Coordinating Board
Section 167.223, RSMo, High schools may offer postsecondary course options—fees

RECOMMENDED ACTION

This is an information item only.

ATTACHMENT

Committee on Transfer and Articulation Membership

CBHE Committee on Transfer and Articulation

July 1, 2004

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AGENDA ITEM SUMMARY

AGENDA ITEM

Proprietary School Certification Actions and Reviews
Coordinating Board for Higher Education
December 2, 2004

DESCRIPTION

All program actions that have occurred since the October 14, 2004 Coordinating Board meeting are reported in this information item. In addition, the report includes information concerning anticipated actions on applications to establish new postsecondary education institutions and exemptions from the department's certification requirements.

STATUTORY REFERENCE

Sections 173.600 through 173.618, RSMo, Regulation of Proprietary Schools

RECOMMENDED ACTION

This is an information item only.

ATTACHMENT

Proprietary School Certification Program Actions and Reviews

Coordinating Board for Higher Education

Proprietary School Certification Program Actions and Reviews

Certificates of Approval Issued (Authorization for Instructional Delivery)

ITT Technical Institute
Kansas City, Missouri

This for-profit institution, operated under the corporate ownership of ITT Educational Services based in Carmel, Indiana, operates 75 campuses in 29 states with a total enrollment of approximately 33,000 students. This proposal establishes a new campus location of the school in the Kansas City area. ITT currently operates campuses in Earth City and Arnold, Missouri. The Kansas City campus will offer two programs initially; an Associate of Applied Science in Information Technology - Computer Network Systems and a Bachelor of Science in Criminal Justice. This institution is accredited by the Accrediting Council for Independent Colleges and Schools.

Certificates of Approval Issued (Authorization Only to Recruit Students in Missouri)

None

Applications Pending Approval (Authorization for Instructional Delivery)

Baker University
St. Joseph and Peculiar, Missouri

This Higher Learning Commission (NCA) accredited, not-for-profit institution is based in Baldwin City, Kansas. The school is currently authorized to offer instruction in the Kansas City metropolitan area from a main location in Lee's Summit, Missouri. The Missouri location offers bachelor's and master's level programs in management, education, and business. This proposal is to expand the authorization of the institution to offer instruction at additional locations outside of the Kansas City area.

Midwest Dental Assistant School
Columbia, Missouri

This for-profit school proposal was developed as part of a full-time dental practice in order to attempt to meet the area's need for well-trained and efficient chairside dental assistants. The proposed school would offer a single, nondegree

program in dental assisting requiring approximately 12 weeks to complete. This school is not accredited.

Rockbridge University
Springfield, Missouri

This not-for-profit, unaccredited institution is currently exempt from certification program requirements as a religiously affiliated school offering only programs and degrees that are religiously designated. The school is operated by the Compton Institute for Christian Leadership. The school's single purpose is to provide ministry training through an on-line program designed around fellowship, spiritual growth, ministry, mission and worship. This proposal would continue the two programs currently offered by the school (a Diploma of Ministry Leadership and a Master of Ministry Leadership) but seeks voluntary certification of the school to operate, as provided in statutes. Voluntary certification requires the school to meet all certification program requirements and maintain compliance with those standards in order to operate. This school is not accredited.

Workforce Partners Training Centers
St. Louis, Missouri

This not-for-profit school has as its goal "to provide [students with] the training counseling and placement assistance needed to have a successful career in the areas of customer service and retail sales." The proposal includes two nondegree level instructional programs in Customer Service and Retail Skills. In addition to the main location, the application seeks approval for delivery at three extension sites in the St. Louis and Kansas City metropolitan areas. This school is not accredited.

Applications Pending Approval (Authorization Only to Recruit Students)

None

Exemptions Granted

Ave Maria University
Naples, Florida

This not-for-profit, unaccredited institution based in Naples, Florida has been invited by the Archdiocese of St. Louis to offer its Master of Theological Studies program in Missouri. Although funded by private capital, the school was determined to be religiously affiliated, due to the close affiliation of the institution with the Catholic Church and the specific invitation from Missouri. The school was exempted as "a not for profit school owned, controlled and operated by a bona fide religious or denominational organization which offers

no programs or degrees and grants no degrees or certificates other than those specifically designated as theological, bible, divinity or other religious designation.”

Peggy Irene Miller
Lake Ozark, Missouri

Ms. Miller operates a massage business in the Lake Ozarks area of the state and is certified by the Missouri Board for Therapeutic Massage as a massage therapy mentor. The massage board certification process authorizes an individual to train a limited number of massage therapists for licensure in the state. The individual was exempted as “a school which is otherwise licensed and approved under and pursuant to any other licensing law of this state.”

Schools Closed

Westco Tech
Ballwin, Missouri

Westco Tech was a for-profit, unaccredited school based in Missouri, established by Mr. Larry Ralston in 1988. In 2002, the school was purchased by another individual and was subsequently moved to a new location. Unfortunately, student enrollment has not been sufficient under the new ownership to sustain the school and the school owner recently made the decision to cease operations, effective November 1, 2004. Based on current circumstances, all enrolled students were able to complete the instructional program in which they were enrolled. Department staff is currently working with the school owner to arrange for adequate permanent storage of student records, per statutory requirements.

AGENDA ITEM SUMMARY

AGENDA ITEM

Appointments to the CBHE Proprietary School Advisory Committee
Coordinating Board for Higher Education
December 2, 2004

DESCRIPTION

At the end of this calendar year, two vacancies will occur on the Proprietary School Advisory Committee (PSAC). The retiring members are Ms. Karen Watkins, Tel-Temps Training Resources (St. Louis) and Mr. Turner Brooks, Vatterott College (St. Ann).

The Commissioner has appointed Ms. Michaelle Holland, National American University (Kansas City), and Mr. Alan Clay, Vatterott College (St. Ann), to fill those vacancies. These individuals have been selected through processes and criteria consistent with the board's June 7, 2001 policy to ensure diverse representation in appointments to committees. Their terms begin on January 1, 2005 and expire on December 31, 2007.

STATUTORY REFERENCE

Section 173.614, RSMo, Regulation of Proprietary Schools

RECOMMENDED ACTION

This is an information item only.

ATTACHMENTS

- Attachment A: Background Information--Appointments to the Proprietary School Advisory Committee
- Attachment B: January 1, 2005 Membership Roster--CBHE Proprietary School Advisory Committee

Background Information
Appointments to the Proprietary School Advisory Committee

The Proprietary School Advisory Committee (PSAC) is a statutorily established committee consisting of seven members serving three-year terms. (Section 173.614, RSMo). The statute defines the general eligibility requirements as individual proprietors, general partners of a partnership, or managerial employees of proprietary schools. The statute also charges the committee with the following responsibilities.

- Advise the board in the administration of the proprietary school certification program
- Make recommendations with respect to the rules and regulations establishing minimum standards of operation
- Advise the board with respect to grievances and complaints

At the end of this calendar year, two vacancies will occur on the Proprietary School Advisory Committee (PSAC). The Commissioner has appointed Ms. Michaelle Holland and Mr. Alan Clay to fill these vacancies. Their terms begin on January 1, 2005 and will expire on December 31, 2007.

Ms. Holland is the regional president of National American University and chief administrator of the Kansas City campus of that institution. National American (formerly National College) is a master's degree granting institution offering programs in Business Administration, Management, Allied Health, and Information Technology. The institution is accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools. Ms. Holland has been involved in higher education administration for 10 years with increasing levels of responsibility and authority. Ms. Holland received a Bachelor of Science in Business Administration from National American University and a Master's of Education (M.Ed.) degree from the MidAmerica Nazarene University.

Mr. Clay is the campus director of the St. Ann campus of Vatterott College, a position he has held for more than four years. Vatterott College is a multi-state private career school owned by Wellspring Capital Partners, Inc. It operates six campuses in Missouri as well as campuses in Illinois, Iowa, Nebraska, Oklahoma, Tennessee, and Ohio and offers a wide range of technical programs through the bachelor's degree level. The school is accredited by the Accrediting Commission for Career Schools and College of Technology. Mr. Clay has filled multiple roles during his 12 year tenure with Vatterott College including instructor, program director, project manager and campus director. Mr. Clay received an Associate of Occupational Studies in Heating, Ventilation, Air Conditioning and Refrigeration (HVAC/R) from Vatterott College.

PROPRIETARY SCHOOL ADVISORY COMMITTEE

**Membership Roster
January 1, 2005**

Mr. Alan Clay
Director
Vatterott College
3925 Industrial Drive
St. Ann, MO 63074 (314) 428-5900
(Term expires 12/31/2007)

Ms. Kathleen Crawford
Director
St. Charles School of Massage Therapy
2440 Executive Drive, Suite 100
St. Charles, MO 63303 (636) 498-0777
(Term expires 12/31/2006)

Ms. Deborah Crow
Campus Director
Concorde Career Institute, Inc.
3239 Broadway
Kansas City, MO 64111 (816) 531-5223
(Term expires 12/31/2005)

Ms. Michaelle Holland
Director
National American University
4200 Blue Ridge Boulevard
Kansas City, MO 64133 (816) 353-4554
(Term expires 12/31/2007)

Ms. Karen Finkenkeller
Director
ITT Technical Institute
13505 Lakefront Drive
Earth City, MO 63045-1416 (314) 298-7800
(Term expires 12/31/2005)

Mr. Brian Stewart
President
Bryan College
237 South Florence
Springfield, MO 65806 (417) 862-5700
(Term expires 12/31/2005)

Mr. Gerald Terrebrood
President
Springfield College
1010 West Sunshine
Springfield, MO 65807 (417) 864-7220
(Term expires 12/31/2006)

AGENDA ITEM SUMMARY

AGENDA ITEM

Academic Program Actions
Coordinating Board for Higher Education
December 2, 2004

DESCRIPTION

All program actions that have occurred since the October 14, 2004 Coordinating Board meeting are reported in this information item.

STATUTORY REFERENCE

Sections 173.005.2(1), 173.005.2(7), 173.030(1), and 173.030(2), RSMo, Statutory requirements regarding CBHE approval of new degree programs

RECOMMENDED ACTION

This is an information item only.

ATTACHMENT

Academic Program Actions

ACADEMIC PROGRAM ACTIONS

I. Programs and Options Discontinued

University of Missouri – Kansas City

1. Current Program:
MS, Biology

Approved Change: Delete program
2. Current Program:
BA, Interdisciplinary Studies

Approved Change: Delete program
3. Current Program:
BS, Interdisciplinary Studies

Approved Change: Delete program
4. Current Program:
MA, Educational Research and Psychology
General
Research

Approved Change: Delete program and options
5. Current Program:
GRCT, Diagnostic Sciences
Oral and Maxillofacial Radiology
Oral Medicine

Approved Change: Delete GRCT and options

II. Programs and Options Placed on Inactive Status

Ozarks Technical Community College

- Current Program:
AAS, Marine Engine Technology
C1, Marine Engine Technology

Approved Change: Place on inactive status

Program as Changed:
AAS, Marine Engine Technology (Inactive)
C1, Marine Engine Technology (Inactive)

Truman State University

Current Program:

MA, Counseling

Approved Change: Place on inactive status

Program as Changed:

MA, Counseling (Inactive)

University of Missouri – Kansas City

1. Current Program:

BA, Earth Sciences

Approved Change: Place on inactive status

Program as Changed:

BA, Earth Sciences (Inactive)

2. Current Program:

MA, Communication Studies

Approved Change: Place on inactive status

Program as Changed:

MA, Communication Studies (Inactive)

3. Current Program:

BA, Judaic Studies

Approved Change: Place on inactive status

Program as Changed:

BA, Judaic Studies (Inactive)

4. Current Program:

BA, Physical Education
Non-Teaching
Teaching

Approved Change: Place on inactive status

Program as Changed:

BA, Physical Education (Inactive)
Non-Teaching (Inactive)
Teaching (Inactive)

5. Current Program:
EDSP, Educational Administration
General
Elementary School Education
Higher Education Administration
Secondary School Administration
Special Education Administration

Approved Change: Place option on inactive status

Program as Changed:
EDSP, Educational Administration
General
Elementary School Education
Higher Education Administration (Inactive)
Secondary School Administration
Special Education Administration

University of Missouri – Rolla

1. Current Program:
MS, Engineering Mechanics

Approved Change: Place on inactive status

Program as Changed:
MS, Engineering Mechanics (Inactive)

2. Current Program:
Ph.D., Engineering Mechanics

Approved Change: Place on inactive status

Program as Changed:
Ph.D., Engineering Mechanics (Inactive)

3. Current Program:
GRCT, Engineering Mechanics

Approved Change: Place on inactive status

Program as Changed:
GRCT, Engineering Mechanics (Inactive)

University of Missouri – St. Louis

1. Current Program:

Ed.D., Education
Learning – Instructional
Behavioral & Development

Approved Change: Place options on inactive status

Program as Changed:

Ed.D., Education
Learning – Instructional (Inactive)
Behavioral & Development (Inactive)

2. Current Program:

BHS, Health Sciences
Cytotechnology
Clinical Laboratory Science

Approved Change: Place on inactive status

Program as Changed:

BHS, Health Sciences (Inactive)
Cytotechnology (Inactive)
Clinical Laboratory Science (Inactive)

III. New Programs Not Approved

No actions of this type have been taken since the last board meeting.

IV. Approved Changes in Academic Programs

Jefferson College

Current Program:

AAS, Industrial Maintenance Technology
C2, Industrial Maintenance Technology

Approved Change: Change title

Program as Changed:

AAS, Applied Technology
C2, Applied Technology

Ozarks Technical Community College

1. Current Program:

C1, Industrial Maintenance

Approved Change: Change title

Program as Changed:

C1, Industrial Maintenance and Automation Technology

2. Current Program:

AAS, Industrial Maintenance Technology

Approved Change: Change title

Program as Changed:

AAS, Industrial Maintenance and Automation Technology

3. Current Program:

C1, Electronics Technology

Approved Change: Change title

Program as Changed:

C1, Electronics and Computer Repair Technology

4. Current Program:

AAS, Electronics Technology
Photonic/Fiber Optics

Approved Change: Change title and delete option

Program as Changed:

AAS, Electronics and Computer Repair Technology

Southeast Missouri State University

Current Program:

BS, Food Service and Hospitality Management

Approved Change: Change title

Program as Changed:

BS, Hospitality Management

University of Missouri – Rolla

Current Program:

MS, Information Science and Technology

Approved Change: Add Graduate Certificate (GRCT) in Enterprise Resource Planning

Program as Changed:

GRCT, Enterprise Resource Planning

University of Missouri – St. Louis

Current Program:

Ed.D., Education

Approved Change: Add four options

Program as Changed:

Ed.D., Education

Educational Administration

Adult & Higher Education

Teaching-Learning Processes

Counselor Education

V. Received and Reviewed Changes in Programs (Independent Colleges and Universities)

No actions of this type have been taken since the last board meeting.

VI. Program Changes Requested and Not Approved

No actions of this type have been taken since the last board meeting.

VII. Programs Withdrawn

No actions of this type have been taken since the last board meeting.

VIII. New Programs Approved

University of Missouri – Rolla

BS, Technical Communication

MS, Technical Communication

University of Missouri – St. Louis

EDSP, School Psychology

EDSP, Education Administration

Master of Education, Adult and Higher Education (delivery at UMSL and online)

IX. New Programs Received and Reviewed (Independent Colleges and Universities)

Evangel University

Master of Organizational Leadership